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Minor Research project No: 6511/16(MRP/ UGC–SERO)

FINAL REPORT

"Comparative study on impact of stress on job deliverables and stress management abilities in secondary school and college teachers".

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REPORT OF WORK DONE AND RESULTS ACHIEVED

Minor Research Project sanctioned by the U.G.C., Ref. No. MRP -6511/16 (MRP/UGC-SERO) Dtd: 30.06.2017 sanctioned to Dr. G.V.S.R.N.S.A. SASTRY, Department of Commerce & Management, KBN College, Vijayawada, Krishna Dt., Andhra Pradesh.

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DECLARATION

I hereby declare that this project entitled "**Comparative study on impact of stress on job deliverables and stress management abilities in secondary school and college teachers**", a research work undertaken by myself as Principal Investigator in the Department Commerce & Management, KBN College, Vijayawada – 520001, District Krishna, Andhra Pradesh State. Under the Financial Assistance from University Grants Commission of undertaking the Minor Research Project MRP – 6511/16 (MRP/UGC-SERO) Dtd: 30.06.2017. I further declare that this work has not been submitted to any other organization.

Date : 23.1.2020

Place :Vijayawada

Principal Investigator

ACKNOWLEDGEMENT

I express my deep sense of gratitude to the University Grants Commission, SERO - Hyderabad for providing financial assistance to this minor research project.

I am grateful to the teachers of high school and Junior college teachers for their cooperation in conducting survey.

I wish to express my sincere thanks to the Management of KBN College and **Dr.V.Narayana Rao**, Principal, **Dr.K.Naveen Kumar**, Vice Principal and **Sri.E.Vara Prasad**, Vice – Principal, for their co-operation and encouragement.

I am also thankful to **Sri.P.L.Ramesh**, Director, Academics & Planning, **Dr. Y. Narasimha Rao Garu,** Director, PG Courses, **Prof.D.V.Ramana Murthy** for extending their guidance and support in carrying my research. Former director Dr. K.R.Satyanarayana, Dr. (Smt) K.Subhashini, Head of the department of department zoology, Dr. K.S. Prakash Rao, Head of the department of Commerce and Management and G. Prabhakar assistant professor in Commerce and management for extending their guidance and valuable suggestions in carrying my the this Project.

My thanks are due to **Sri.V.Thirupathi Rao**, Librarian and Staff of KBN College Library for extending their co-operation and Library authorities of Acharya Nagarjuna University for giving access to reference section of library.

I also extend my sincere thanks to **Sri. N.Srinivasa Rao**, Executive Officer, KBN College **Smt. Santhi, and Sri. A. Parthasaradhi, and KBN College Committee office Staff and** office staff for their support throughout my research study

I cannot restrain myself in expressing gratefulness to Dr. Bandla Seshagiri, Senior Scientist, Central Institute of Freshwater Aquaculture, Bhubaneswar for helping at each stage of thesis writing whose untiring efforts made me to conclude the project work with completeness.

I fail in my duties if I forget expressing gratitude to my wife Smt. Visala and Children whose love, affection are always been source of inspiration that prompted me to complete the project work with great sense of satisfaction.

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I ever remain grateful to The God for making my life meaningful with his blessings which I behold with submission and devotion. I am thankful to my friends, colleagues and contemporaries discussions with whom enriched my knowledge and led to compilation of the present research work.

I take this opportunity to put on records my deep sense of gratitude to the authors of various Books, Articles, Reviews, Reference Papers, Reading Materials whose referencing and reading helped me in deriving knowledge and information that guided me in conducting the present work and compiling thesis.

(G. V. S. R. N. S. A. Sastry)

Summary:

The present study revealed that the following observations:

1. Highest number of Teachers (84/200) constituting to 42% in secondary schools as well as colleges have put up 5 years of service in place where they are working currently.
2. Science teachers (45.5%) actively participated in the survey when compare to other subjects. This indicates motivation of science teachers towards research.
3. Most of the teachers were engaging 5 hours a day cumulating to 30 teaching hours in a week. However it cannot be denied 1/5 of the teachers were over burdened with 6 to 7 teaching hours per day which may subject them to stress.
4. Nearly half of the teachers have expressed that work load has increased in the present years. In spite of heavy workload 83.5% of teachers were satisfied with the work and it is not forming source of stress in them.
5. Most of the teachers (74%) did not avail any leave due to stress in the preceding 12 months.
6. More than half of the respondents exerting stress in student centred issues such as achieving targets with regard to student performance (36%) and behavioural attitude and performance with students (17%).
7. Majority of the respondents (80%) of teachers have attributed one or other personal cause can impose stress in teachers out of which 21.5% of the sample were of opinion that economic problems leading to stressfulness and very less percentage of respondents i.e., 4.5% expressed that they faced stress due to lack of control on job in achieving professional excellence.
8. From the view point of students and parents around 70% of teachers expressed that irregular attendance (29%), Lack of interest for learning (25.5%) and indiscipline and misbehaviour are the major causes for stress among teachers of secondary and senior secondary schools. So teachers need to concentrate on these issues for reducing stress especially in High schools and Junior Colleges.
9. Nearly 40% of respondents expressed lack of cooperation among colleagues be the major cause of imposing stress. Few percentage of respondents (6.5%) expressed that frequent absence of teachers and take over classes is one of the reasons for stress.
10. Fixing academic targets and pressure by management and administration are the major factors causing stress in teachers of High Schools and Junior Colleges. Lack of leadership and indifferent management issues found to be the negligible reasons for stress.
11. Frequent changes in curriculum and advanced technology are the major reason for mental stress among the teachers.
12. Most of the teachers (43%) have expressed that they were held responsible for no reason while assessing the failure of student causing more stress.

13. Thirty percent of teachers each has expressed that they discuss the issues relating to stress with their colleagues and family members. Least percentage of teachers share issues relating to stress with management (1%) and students (1%).
14. Half of the teachers of sample have expressed that stress rarely effect quality of teaching and job deliverables. 12.5% of respondents have agreed that stress in work will hamper the quality of teaching and other job deliverables due to loss of memory, helplessness and hopelessness and pressure.
15. More than half of the respondents representing 51.5% of the sample did not undergo training on stress management. Out of various types of training programmes 27% percent of teachers in Secondary and Senior Secondary schools found that teacher training course for found to be most helpful tool in achieving stress management.
16. Mixed response was obtained from the teachers about the advantages of undergoing formal training in stress management. Forty seven percent respondents reported that they obtain advantage from training programmes whereas 44% did not agree.
17. Majority of the respondents (32.5%) have said that positive attitude could be the best solution to overcome the stress. Learning to accept stressful environment (4.5%), overcoming over work load was adopting by few teachers to manage stress successfully.
18. Half of the respondents constituting to 53.5% have vouched that accepting the stress rather than managing was yielding solution over a period of time. Only few teachers (5%) were able to follow stress management successfully.
19. Thirty three percent respondents have agreed that colleagues help to satisfactory levels whenever they encounter stressful environment. Very few teachers who represented 8.5% of the sample survey have agreed that they received optimum help from colleagues during stress situation.
20. Satisfactory role of students in stress management was accepted by 37% respondents. Some teachers (8.5%) have felt that students can be taken into confidence in stress management programme.
21. More than 50% of respondents (53.5%) were satisfied with that their parents co-operation in handling stress situation.
22. Thirty three out of 152 respondents (21.8%) expressed that others were not willing to support during difficult situations. A very few respondents totalling 6% have expressed that competing priorities (4%) and conflict in objectives (2%)are the reasons for not being taken care of others stress.
23. Reading Bhagavad Gita (17.5%), Positive attitude (15%), preparedness for managing stress (12.5%) and Yoga and meditation (10%) are the major objective remarks expressed by the respondents for managing professional stress.

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I. Introduction

Work stress is defined as the harmful physical and emotional responses that occur when job requirements do not match the worker's capabilities, resources, and needs (NIOSH, 1999, 2004). It is recognized world-wide as a major challenge to individual mental and physical health, and organizational health (ILO, 1986). Stressed workers are also more likely to be unhealthy, poorly motivated, less productive and less safe at work. And their organizations are less likely to succeed in a competitive market. By some estimates work-related stress costs the national economy a staggering amount in sick pay, lost productivity, health care and litigation costs (Ali*et. al.*, 2014). Work stress can come from a variety of sources and affect people in different ways. Although the link between psycho-social aspects of the job and the health and well-being of workers has been well documented (Dollard and Metzer, 1999), limited work has been done on the effects of distinct stressors on job performance. As well, various protective factors can prevent or reduce the effects of work stress, and little research has been done toward understanding these mitigating individual and organizational factors. One important source of work stress is job strain. According to the demand/control model (Karasek, 1979), job strain is determined by the interactions between psychological demands and decision latitude. The first dimension, the psychological demands on the worker, relate to pace and intensity, skills required, and the ability to keep up with colleagues. The second dimension relates to the degree of creativity versus repetition, as well as the extent of freedom and responsibility to decide whatto do and when to do it (Lindström 2005). Four workenvironments can then be derived: high-strain jobs,active jobs, low-strain (relaxed) jobs, and passive jobs (Park, 2007).

Profile of the Survey Area

Present project entitled "Comparative study on impact of stress on job deliverables and stress management abilities in secondary school and college teachers" is aimed to implement in Secondary Schools and Undergraduate Colleges in Rural and Urban areas in Krishna District, Andhra Pradesh. Krishna district is spread over 8,727 Sq.kms. The district consists of 50 Mandals spread in four Revenue Divisions *viz.*, Bandar, Vijayawada, Gudivada and Nuzvid. The District is naturally divided into (i) Delta and (ii) Upland Zones. All the Mandals existing in Bandar, Gudivada divisions, part of Vijayawada Division and part of Gannavaram and Bapulapadu Mandals of Nuzvid Division comprise delta and all the other remaining Mandals existing in Nuzvid Division and the remaining part of Vijayawada Division constitute upland. The upland consists of an undulating but broken by low ranges of

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Eastern Ghats. The main source of Irrigation in upland is reservoirs and tanks. It is being benefited by the water of Nagarjunasaga. The delta land is irrigated by canals of river Krishna. Agriculture is the main occupation of the people in Krishna District. The population of Krishna District is 45.17 lakhs (2011 Census). The population density is 519 per sq kms. Krishna district has a gender ratio of 997 women for 1000 males.

Krishna district is one of the major literate districts in Andhra Pradesh with literacy rate of 73.74 percent. The district offers vide opportunities for school and college education with over 258 secondary schools (Aided: 151 and Private: 107) and 262 Colleges consisting of Government and Cooperative (43), Private Aided (27) and unaided (192). Apart from schools and colleges there are 2 universities, 20 engineering colleges and 5 Medical Colleges which offer professional education. In spite of high literacy rates, the emotional inconsistency among school and college students in the district has become alarming in recent times.

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II. Review of Literature

Around three billion people globally are employed and face an incessant and challenging problem in the organization called stress, which influences employee's performance and efficiency (Ali *et. al.,* 2014). Stress is one of the burning issues that organizations have to deal so that employees can comfortably produce quality work. Stress causes an imbalance in one's life because it leads to depression and thus damages health, attitude and work behavior. Causes of stress are called stressors, which can be workplace conflict, role conflict, role ambiguity and workload (Addae*et. al.,*2008). Jamal (1985) recorded four types of relationships between job stress and performance *viz.*, Curvilinear/U-shaped, negative linear, positive linear and no relation. Further, it was found that organizational commitment significantly moderated over 50% of the relationships between job stress and measures of job performance in both managerial and blue-collar samples. Jamal (1990) examined the relationship of job stress, job stressors, and behavior pattern with employees' job satisfaction, organizational commitment, psychosomatic health problems and turnover motivation among full-time nurses working in a hospital and found that job stress and stressors were significantly related to above four outcome variables.

Stress is defined as the corporeal and cognitive response to acute circumstances. It occurs due to misalignment of an individual's capabilities with the organization's requirements (Fevvre*et. al.,* 2003). Robbins *et. al.* (2009) defined it as a state where one encounter a chance related to what he aspires and for which the result is expected to be unsettled and critical. Severe stress can have insalubrious effect on the lives of employees (Dollard and Jacques, 1999) which can lead to reduced effectiveness, less inspiration and increase in non-appearance in office. However, researchers like Khan *et. al.* (1964)believe that stress is of "difficult" nature. The essence of stress has two folds: "Challenge Stressors and Hindrance Stressors". Challenge stressors help in achieving goals timely and efficiently while hindrance stressors prevent one from goal accomplishment. Stress in glut badly impacts employee performance (Sdrolias*et. al.,* 2005) increase in job satisfaction and turnover (Robbins *et. al.,* 2009). Stress is also linked with "demands" and "resources". Demands are the expectations, situations, and circumstances in the organization whereas resources refer to the stuff used in meeting demands. The level of stress minimizes when resources are adequate to meet demand (Jonge and Dormann, 2006). Some of the factors responsible for creating stress among employees in the organization are: Work Load: Workload refers to the

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concentration of assignments at work. It is one of the main causes of stress in employees (Kolt, 2003). The attitude of various employees is different towards workload. Some comfortably manage it at the work place while for some it becomes difficult to manage (Seller *et. al.,* 2002). Although researchers are of the view that stress has a negative impact on employees' performance but at the same time few studies have proved that some stressful work conditions are critical to keep employees productive. This study is aimed to examine the impact of stress on workperformance of the personnel serving in the secondary and higher education sector since the two samples are conspicuously different and possess teaching abilities which are supported by teacher training course at secondary level while college teachers are not exposed to such formal training.

The present study assumes importance that it is prerequisite that employees in any organization work in a stress free ambiance. Working in stress free environment in Schools, Colleges and Universities will help in delivering better expertize to students and also engage themselves actively in research work. Therefore, it is important to study the relationship between stress and job performance with the following objectives.

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III. Research Methodology

Objectives

i. To determine factors that cause stress among teachers in secondary and higher education sector.

ii. To explore whether these factors have positive or negative impact job performance.

iii. To study and compare stress management abilities among teachers working in secondary and higher education sector.

iv. To study socio-psychological dynamics and impact of stress and stressors on teaching abilities of secondary and higher education teachers.

v. To derive significance of teacher training course in enhancing the stress management abilities among teachers and

vi. To assess the role of management in creating stress free environment in educational institutions.

Tools of Study

Primary data that would be required in the present study will be gathered from different Government and Private Secondary Schools and Colleges that are located in rural and urban areas in Krishna District through survey method following stratified random sampling technique. Survey will be conducted using a closed ended questionnaire containing questions that were framed specifically for the purpose. The questionnaire was prepared after considerable and deep understanding of the research problem, The tentatively formulated questionnaire was pretested to detect the shortcomings and changes were made before administration. The questionnaire is divided in to 3 categories. Personality Characteristic Interpersonal Relations and System Factors.

Procedure for Data Collection

Responses will be obtained from Teachers working in secondary schools (teaching various subjects that are covered in secondary school certificate course) and lecturers working in colleges (teaching different subjects such as humanities, sciences, commerce and social sciences in undergraduate courses). After random selection of schools, the schools would be approached personally to get permission. The teachers would be approached either during the lunch break or during free time to administer the questionnaire.

Data structures in the present study will be utilized to test the different hierarchical levels such as (i) community level (different level teachers), (ii) focus group levels (teachers teaching similar subjects) and (iii) talent group levels (teachers teaching same subjects). Data collected in the present study will be subjected to quantitative analysis.

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IV. Results

2.1. How long you are working in this school/college

The present study revealed that highest number of Teachers(84/200) constituting to 42% in secondary schools as well as colleges have put up 5 years' service followed by 20.5% of teachers(41/200) who have service up to 10 years in teaching profession. Teachers whose service in teaching profession is more than 25 years were found to be 12.5% of the total sample (25/200). Almost equal number of teachers (28/200) constituting 14% were having 15 to 20 years of teaching experience. Teachers who are having 10 to 15 years' experience of teaching experience (22/200) constituted 11% of total sample and lied on median. The data presented in Table 2.1 infers that the recruitment in the schools and colleges has doubled in recent years. The change in the scenario of recruitment could be remarkably observed during last 10 years.

2.2. What is your designation in this school/college

Present study was carried out in Secondary and Senior Secondary Schools (Junior Colleges). Less than half of the teachers (83/200) who were surveyed in the present study were school assistants. They formed 41.5% of the sample population, followed by 4% trained graduate teachers (8/200) and 2 post graduate teachers (1%). Presence of less number of post graduate teachers in Secondary could be attributed to their promotion as Junior Lecturer after completing requisite period of service. Similarly in Junior Colleges, most of the staff were Junior Lecturers (54/200) who constituted to 27% of the sample followed by 20.5% of teachers who were working in the grade of Lecturers (41/200). Rest of the teachers in Junior Colleges (12/200) were working as Adhoc Lecturers, Teaching Assistants or Demonstrators. They represented 6% of sample in the present study (Table 2.2).

2.3.What is your job status?

In the present study it was observed that 39% of Teachers (78/200) are working on permanent basis while equal number of Teachers who were working on temporary basis represented 46.5% of the sample (93/200). There were few probationers (3/200) represented 1.5% of the sample surveyed. Seventeen Teachers in the present study constituting to 8.5% are Adhoc Lecturers followed by 9 Teachers (4.5%) of sample belonged to other categories such as part time, outsourcing etc (Table 2.3).

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2.4.What subjects do you Teach

Most of the Teachers who participated in the survey were Science Teachers (91/200) forming 45.5% in the study followed by Languages, Social Sciences, Mathematics teachers and physical directors whose virtual numbers were 57 (28.5%), 37 (18.5%), 12 (6%) and 3 (1.5%) respectively. It was found that the Teachers who belonged to Science and Language stream constituted nearly ¾ of the sample (74%) in the present study (Table 2.4).

2.5.How many hours do you work?

Most of the Teachers in the present study (88/200) were engaging 20-30 teaching hours per week. Their percentage was recorded to be 44 during the survey. Comparably equal number of Teachers (70/200) was loaded with 30-40 teaching hours per week (35%). Nearly One fifth of the teachers (38/200) were stressfully engaging in 40-50 teaching hours in a week (19%) while 4Teachers (2%) were even engaging more than 50 teaching hours in a week (Table 2.5)..

2.6.Whether work load changed?

Nearly half of the Teachers (97/200) in the present study expressed that workload has increased enormously in the recent years (48.5%). Eighty Two Teachers (82/200) have expressed (41%) that the workload remained the same during the recent years whereas 10.5% of Teachers (21/200) have said that the workload decreased when compared to previous years (Table 2.6).

3.1. Is work culture supportive?

Out of 200 respondents in the present study, 167 teachers (83.5%) who were working in Secondary and Senior Secondary schools were satisfied in the profession. Sixteen Teachers constituting 8% have said that teaching is a great experience to them. Overall 91.5% of teachers were having job satisfaction in the teaching profession. Very few Teachers (14 out of 200) were not impressed with the teaching profession, out of which 7/200 (3.5%) were depressed as against 5/200 (2.5%) teachers who said they were frustrated due to various reasons. Two teachers (1%) who entered teaching profession unwillingly having reported that they were unable to compromise and concentrate on the profession. Three teachers (1.5%) have not responded to this question (Table 3.1).

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3.2. If No, whether it forms source of stress?

This question was posed to the teachers who responded negatively regarding professional dissatisfaction/disinterest in the previous question 3.1. Out of 14 teachers who vouched that they are not interested in teaching profession, only one Teacher (7%) said that professional unrest can mostly result in stress whereas 4 teachers (29%) two each in Secondary and Senior Secondary School have said that sometimes it may cause source of stress in the profession. Two teachers (14%) one each in Secondary and Senior Secondary School attributed that such reason may rarely impose stress in profession. Four teachers (29%) although who were not satisfied with the teaching profession have expressed that stress is not related to professional satisfaction. They said that professional disinterest cannot impose stress on teachers. Three teachers (21%) couldn't decide whether professional dissatisfaction could impose stress on teachers or not. They did not respond to the query.

It was recorded that degree of professional dissatisfaction was high in Junior Colleges (78.5%) in comparison to Secondary Schools (21.5%). Out of 14 respondents in this question 11 respondents (78.5%) belonged to Junior Colleges whereas 3 respondents (21.5%) represented High Schools (Table 3.2).

3.3. How often do you face stress

More than half of the teachers (107/200) in the present study (53.5%) have responded that they feel stress sometimes followed by 29% of teachers (58/200) have said that they rarely feel stress. Twenty Seven out of 200 teachers (13.5%) did never feel work stress. Only 5Teachers constituting to2.5% expressed that they undergo stress more often due to work. Three teachers (1.5%) did not respond to this question (Table 3.3).

3.4. Have you taken leave in the past 12 months due to stress?

Most of the teachers in the present study accounting to 74% (148/200) did not avail any leave in the preceding 12 months due to works stress. They amounted to ¾th of the population conforming to information delivered as regards how often they feel work stress as posed in Q. No 3.3. Concomitantly 41 Teachers out of 200 (20.5%) have availed leave in the preceding 12 months on the grounds of stress imposed due to workload. However 11/200 Teachers representing 5.5% of the sample did not respond to this question (Table 3.4).

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3.5. If yes, how do you relate your stress in job?

A question was framed to establish role of various factors resulting in stress in job. This question was posed to 41 respondents who have taken leave in the preceding 12 months due to stress as expressed in Q.No 3.4. Out of 41 teachers, 6 respondents (15%) did not like to disclose the reasons behind their proceeding on leave. Ill-health was found to be the major cause for proceeding on leave in 10/41 teachers (24%), who said that work stress resulted in ill health followed by 8/41 teachers (20%) were of opinion that uncongenial work environment has led to impose stress in them. Six teachers (15%) who proceeded on leave in the preceding 12 months said that over work led to stress in them. These respondents were categorised under others. Uncertainty in service conditions (7%),social causes (7%) and discouraging peer group (3%) also found to impose stress in teachers. Two teachers (5%) have expressed that over monitoring resulted in work stress in them.

It was recorded that none of the respondents in Secondary and Senior Secondary schools have agreed that conflicts with colleagues could result in stress. This infers professional compatibility among teachers in High Schools and Junior Colleges (Table 3.5).

3.6. Whether stress is related to following factors

Achieving targets with regard to student performance seemed to be the major factor of exerting stress in teachers in Secondary as well as Senior Secondary Schools. Seventy Two teachers affirmed positively to this question which represented 36% of the sample selected for the purpose. Dealing with the behavioural attitude and performance with students constituted second most important factor that subjected teachers to stress. This factor was recorded in 34 teachers out of 200 sample study constituting to 17%. Similarly handling extended teaching hours has instituted stress in 28/200 teachers whose percentage was computed to 14%. It was recorded that student centred issues have put more than half of the teachers under stress in job (53%). Matters related to administrative issues have exposed 26 teachers to stress in the present study (13%). Inter-personal relation with colleagues has played very nominal role in instituting stress in teachers because only 8 teachers representing 4% of the population have said ‘Yes’ to this question which was in conformation to the opinion expressed in Q.No 3.5 wherein none of the respondents have expressed that conflicts with the colleagues could result in stress. Few teachers (24/200) could not conclude whether the factors mentioned in this question could charge them with stress or not (12%). However

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they also could not express properly other reason which may be source of stress in them. Eight teachers did not respond to this question and their percentage was 4% (Table 3.6).

3.7. What personal factors cause stress in you

One fifth of teachers (40/200) who participated in the survey did not show interest to express whether factors related to personal life can contribute in imposing professional stress or not. We did not stress to extract answer from them to this question keeping in view of maintaining confidentiality in personal life of the respondents. This may not be an ardent observation of the aspect because remaining 80% of teachers have attributed that one or other personal cause can impose stress in teachers.

Economic problems contributed to large extent in imposing stress among teachers. Forty Three teachers (43/200) representing 21.5% of the sample were of opinion that economic problems in personal life disturbed mental integrity thus, leading to stressfulness. This was followed by opinion of 33/200 teachers (16.5%) who pointed out that ill-health as a factor that kept them under stress in delivering duties. Over monitoring in the job by authorities has instituted stress in 29 teachers who represented 14.5% of the sample. Family problems have occupied fifth position in order, which become the source of stress in 7.5% of teachers who were interviewed in the present study (15/200). Personality conflicts in teachers were found to impose stress in only 6.5% of respondents (13/200) while lack of control in job in achieving professional excellence was found to be one of the factors of stressors in 4.5% of respondents (9/200). Eighteen teachers (9%)although yielded answer to this question but could not figure out exactly what personal factor can contribute to stress such option was classified under others (Table 3.7).

3.8. What factors cause stress in view point of students & parents

In the present study it was found that irregular attendance of students was major cause of concern in Secondary and Senior Secondary Schools as expressed by 58 out of 200 teachers (29%). This was followed by lack of interest for learning among students (25.5%) as vouched by 51/200 teachers. Indiscipline as well as misbehaviour by students among themselves as well as towards teachers contributed third most factor of causing stress. This was substantiated by 31 out of 200 teachers (15.5%). Gender attraction among students in High Schools and Junior Colleges was causing stress in 10% teachers (20/200). It was recorded in the present study that 82% of reasons that source as stress factors were student centred since

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large population of respondents (164/200) have said various reasons that could be attributed to student behaviour, personality and academic disinterest. High expectations by parents about their wards were imposing stress in 9.5% of teachers (19/200). Some teachers (6/200) have said that in congnizent student teacher relation is also one of the factors of instituting stress in teachers (3%). Eleven teachers in present study did not attribute any reason which imposed stress in them (5.5%). It was also recorded that 4 teachers in the present study constituting 2% have stated that students are playing truancy due to addiction to narcotics (Table 3.8).

3.9. What factors cause stress in view point of colleagues

A question was framed to rule out the impact of interpersonal relation among teachers in secondary and senior secondary schools that may result in imposing stress. Seventy Four Teachers (74/200)accounting to 37% of the sample have expressed that lack of cooperation among colleagues played major role in imposing stress. This was followed by 17.5% of respondents (35/200) who have attributed that interference by staff members of various levels in small matters was causative factor for stress in teachers. Twenty Nine out of 200 respondents (14.5%) have observed that there is lack of taking initiative among teachers in applying novel methods which in-turn becoming the cause of stress in them. Teachers proceeding frequently on leave that subsequently impose burden on other teachers of engaging take-over classes was causing stress in 6.5% of teachers (13 out of 200). Some teachers (27/200) could not attribute any reason as regards factors of stress in view of inter-person relations with colleagues (13.5%) while $1/10^{th}$respondents (22/200) referring to 11% did not respond to this question (Table 3.9)..

3.10. What factors cause stress in view Management & Administration

Fixing of academic target and pressure imposed to achieve them was found to be major cause of stress among teachers (51/200) as observed in the present study 25.5%. Further to this reason inconsistent pay structure (Salaries) was the second major factor that contributed to stress among teachers (29/200) in Secondary and Senior Secondary Schools (14.5%). Conforming to this observation elsewhere in the present study (Q.No.3.7), respondents have expressed that economic problems could be one of the issues that imposes stress among teachers.

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Subsequently instances of over work load (10%), extended working hours (10%) are contributing equally to cause stress among teachers in the present study. This was an artefact of fixing heavy targets and subsequently imposing pressure to achieve them. It was expressed by 10/200 respondents (5%) that stringent supervisory methods adopted to cross check target fulfilling was source of professional stress. Fourteen respondents out of 200 sample (7%) have said that there was demand for high task delivery by management that subsequently succumbing them to stress.

Various other factors *viz*., Lack of Recognition of Merit (5.5%), Poor Promotion Avenues (5.5%), Lack of Support from Management (4%), Frequent Transfers (3%), Lack of Leadership (2%), Indifferent Management Issues (2%) were also found to be the factors causing stress in teachers working in High Schools and Junior Colleges. Few teachers (12/200) could not attribute any one of the reasons listed in this questionnaire (6%) who were categorized as others (Table 3.10).

3.11. What factors cause stress with respect to Technology and Environment?

It was recorded in the present study that frequent changes incorporated in syllabus and curriculum is limiting the teachers to cop-up unwarranted changes which in turn is bringing in mental stress as expressed by 47/200 teachers (23.5%).Technological innovations were found to interfere in conducting the conventional classes which is lamenting the teachers in completing the syllabus in time. This opinion was expressed by 16% of the teachers in Secondary and Senior Secondary Schools (32/200). Frequent exams with less time gap was also contributing to cause stress among teachers as advocated by 31/200 of respondents (15.5%). Some of the respondents (22/200) who were amounting to 11% have said that there has been over emphasis on feedback mechanism and the action taken report. In most of the cases respondents have agreed that feedback in most of the schools is unidirectional and it was taken without knowledge of the teacher. Inadequate infrastructure facilities such as insufficient classrooms, lack of proper ventilation, dilapitated buildings were one of the sources of stress factors in 10.5% of teachers (21/200). Few teachers (8/200) have expressed that loosing esteem in the society could be one of the reasons that lead to stress among teachers (4%). One-Tenth of respondents (20/200) could not attribute any of the reasons mentioned in the questionnaire which were categorized as others while 19/200 teachers amounting to 9.5% did not respond to this question (Table 3.11).

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3.12. What factors cause stress in teachers with respect to Policies and Ethics?

An attempt was made to draw the role of policies and ethics in making teachers stress free in secondary and senior secondary schools. Most of the teachers (86/200) have said that they were held responsible for no reason while assessing the failure of students. This factor was causing stress in 43% of the respondents. Deputing teachers to extra academic and additional duties was limiting them in achieving the targets under pressure. This response was expressed by 48/200 teachers (24%). It was recorded that almost $1/5^{th}$ of teachers (36/200) have agreed that they were not involved in decision making regarding academic aspects (18%). The response with regard to social esteem of the teachers was duplicated to know the consistency of answer against the response expressed in Q.No. 3.11. There was no change (8/200) in responding to this question by teachers (4%). Some teachers (15/200) amounting to 7.5% could not attribute any reason while seven teachers (3.5%) did not respond to this question (Table 3.12).

4.1. Whom do you report /share when you face stress in work?

It was found in the present study that colleagues and family members play equal role in stress management among teachers. Thirty percent of teachers each have expressed that they discuss and the issues relating to stress with their colleagues (60/200) and family members (60/200).

One Tenth of teachers discussed and analysed stress related matters with principal (20/200) of sample followed by 7.5% of teachers (15/200) preferred to discuss about trauma of stress with their Heads of the Departments. Few teachers (5/200) have reported that they consult doctor for getting medical help (2.5%). Some teachers (2/200) could discuss the matter with students (1%). However, teachers in the present study did not show interest to discuss stress related issues with management as depicted from the data because only one teacher each from Secondary and Senior Secondary Schools have stated that they preferto discuss the matter with the management.

The present study revealed that colleagues and family members play equal role in sharing the stress related matters. This was in conformation to the observation recorded in Q.No 3.5 and 3.6 wherein the respondents were of opinion that neither conflicts nor inter personal relations with colleagues were cause of the stress in work. Respondents in the present study could discuss such matters with colleagues because of amicable relations among them. Similarly

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family members formed equal option to the respondents in the present study to converse about stress management.

Significant number of teachers (36/200) in the present study did not prefer to discuss the stress related matters with anyone (18%).Instead they tried to overcome stress through self-management, mental balance, patience and peace. Few teachers in the category have said that although it is difficult to manage trauma due to stress, they do so either by compromising for the situation or ignoring the stress by waiting for time to solve the problem. It is also recorded during the survey that very few teachers are approaching the doctors to obtain medical help either due to unawareness or inhibition (Table 4.1).

4.2. Does stress effect your teaching (job) quality and other job deliverables?

An attempt was made to reveal whether stress has an impact on quality of teaching on job deliverables in Secondary and Senior Secondary School teachers. Half of the teachers (100/200) representing 50% of sample have expressed that stress rarely affect quality of teaching and job deliverables followed by 31% teachers (62/200) who have accepted that sometimes it could affect their performance. Few teachers (25/200) constituting to 12.5% have agreed that stress in work will hamper the quality of teaching and other job deliverables. Thirteen teachers (13/200) who represented 6.5% of the respondents did not answer this question.

Respondents in the present study elsewhere (Q.No 3.3) has mentioned that they feel stress either rarely or never in the work while very few teachers said that they feel stress most of the times. The results indicated that stress has minimum effect on teachers in discharging the duties (Table 4.2).

4.2.1. If yes, how it effects your job quality?

Question 4.2 was extended with different options to know the impact of stress in affecting the work quality. This question was posed to those respondents who said either yes or sometimes in Q.No 4.2. Out of 200 respondents only 87 formed in sample size to the question because they said either yes (25/200) or sometimes (62/200). Percentage was computed accordingly.

Decrease in the performance due to stress was experienced by 16% of teachers (15/87) followed by 14% of respondents (12/87) who reported loss of memory. Equal number of respondents (12/87) expressed that they felt helplessness and hopelessness due to pressure imposed by stress (14%). Eleven respondents (13%) have expressed that they were afraid of

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loosing self- esteem in profession due to trauma of stress. Committing mistakes due to stress was expressed by 7 respondents (8%) in the present study. Stress in teachers could lead to poor time management (7%) strained relations to colleagues (7%) and distraction from academic duties (7%). Few teachers (4/87) representing 5 % of the population have said that psychological pressure due to stress had resulted in developing jealousy with the colleagues. Five teachers (6%) could not express specific reason how stress could affect job quality. Three teachers in the present study (3%) did not respond to this question (Table 4.2.1).

4.3. Did you have any formal training to manage stress situation in school/college?

It was intended to know through this question whether respondents in the present study had undergone formal training in stress management or not. More than 1/2 of the respondents (103/200) representing 51.5% of the sample did not undergo training on stress management as against respondents (89/200) who have undergone formal training in stress management (44.5%). Eight teachers who represented 4% of the respondents did not answer this question (Table 4.3).

4.4. If yes what type of training did you have?

We have tried to know the types of stress management courses attended by respondents through this question. It was found that Teacher Training Course was found to be the most helpful tool in achieving stress management. This was expressed by 24 teachers constituting to 27% of the sample followed by20 teachers (22%) who have expressed that guidance from colleagues have helped them to overcome stress in work. One fifth of the teachers (20%) have attended seminars on stress management as against 15% of respondents (13/89) who underwent refresher course in stress management. Some Teachers (14/89) constituting to 16% have attended different programmes such as motivation classes, counselling sessions etc (Table 4.4).

4.5. Do you find any advantage of undergoing formal training in stress management?

A question was posed to know whether the respondents could obtain any advantage from undergoing the training in stress management. Mixed response was obtained from the teachers as evident from the data presented in table 4.5. Forty two respondents (47%) who attended training course in stress management reported that they obtain advantage from attending formal courses whereas 39/89 respondents (44%) did not agree that they could get

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any advantage from undergoing stress management courses. Eight teachers constituted 9% of the population did not respond to this question (Table 4.5).

4.6. How do you overcome stress in your job?

An effort was made in Q.No. 4.6.to know the practices adopted by respondents to overcome stress situation in work environment. It was recorded that 32.5% of teachers (65/200) have said that positive attitude could be the best solution to overcome stress. Self Confidence in facing the complicated situations helped 21.5% of teachers (43/200) to successfully overcome stress factors. Maintaining psychological equilibrium through elimination of irritation and anger helped 11.5% of teachers (23/200) in finding solution to stressful environment where as Team cooperation was found to be efficient tool to overcome stress by 9.5% of respondents (19/200). Developing sense of commitment to manage and overcome stress was practiced by 16 out of 200 teachers in the present study they constituted to 8% of the sample.

Learning to accept stressful environment (4.5%), Overcoming over workload (4.5%) was adopted by few teachers to manage stress successfully. However some teachers (10/200) could find taking students into confidence is an effective tool of stress management 5%, while 3% of respondents (6/200) have adopted different other types of methods such as meditation, reading religious scriptures, attending prayers etc (Table 4.6).

4.7. How often do you face stress situation being taken care off?

Although respondents have advocated adopting various methods to overcome stress in work environment, but in practice stressors could be tackled very rarely as explained by more than half of the respondents (107/200) constituting to 53.5% teachers. When asked for the reasons, the respondents have vouched that accepting the stress rather than managing was yielding solution over a period of time. Many teachers have expressed that time gap provides solution to several problems. Accordingly 22.5% of respondents (45/200) were not directing their energies for stress management. They said that they have experienced in accepting the stress as part of life. Majority of the respondents (152/200) have adopted the practice of accepting the stress as a biological phenomenon 76%.

Few teachers (10/200) were able to follow stress management successfully while 19 out of 200 teachers have expressed that they adopt stress management depending on the intensity of stressors. Nineteen respondents computing to 9.5% did not prefer to respond to this question (Table 4.7). .

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4.8. To what level the colleagues/ management is effective in handling your stress situation?

The preceding observations in the present study revealed that colleagues and family members play active role in stress management. This was reflected in various questions as responded by the teachers during the survey Q.No 3.6 revealed that inter personal dealings with colleagues was not causing stress in Secondary and Secondary School teachers. It could be inferred from Q.No 4.1 that most of the respondents were reporting to colleagues about stress situations whereas, Q. No 4.6 revealed that stress situation could be overcome with the help of colleagues in the form of team work. In view of the observations recorded elsewhere (Q.No 3.6, 4.1 and 4.6),the present question assumed significance how far colleagues were successfully handling stress in the respondents.

Sixty Six respondents (33%) have agreed that colleagues help to satisfactory levels whenever they encounter stressful environment. Fifty Five out of 200 respondents (27.5%) have refuted that they never got the help from colleagues in critical situations. Nominal role of colleagues to certain extent in relieving stress was experienced by 39 out of 200 respondents who constituted to 19.5%. Very few teachers (17/200) who represented 8.5% of the sample survey have agreed that they received optimum help from colleagues during stress situations. Teachers who did not like to respond to this question represented 11.5% of the sample survey (23/200).

In contradiction the observations recorded in Q.No 3.6, 4.1 and 4.6 most of the respondents were not vouching for positive role played by colleagues in stress management. This can be correlated to observations recorded in Q.No 3.10 and 4.1 wherein respondents have expressed that they were not receiving cooperation from management during stress situations. Hence the respondents did not prefer to report to management when they were subjected to stress. The observations indicate although colleagues play significant role in stress management techniques but this was masked when asked in culmination with management (Table 4.8).

4.9. How do students cooperate in handling stress situation in school/ college?

It was intended to know through this question whether students play constructive role in stress management or not. Satisfactory role of students in stress management was accepted by 72 out of 200 respondents (36%). This was followed by 17% of teachers (34/200) who reported that students could help to certain extent in stress management. Nearly $1/4^{th}$ of the respondents (24.5%) have said that students cannot participate in releaving stress. Some

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teachers (8.5%) have felt that students can be taken into confidence in stress management programme. As recorded in other questions, 28/200 teachers (14%) did not respond to this question (Table 4.9).

4.10. How do parents help in handling your stress situation?

This question was framed to know the role of parents to releave stress in job. Fifty Eight out of 200 respondents constituting 29% were satisfied with their parents' cooperation in handling stress situation where as 24.5% of respondents (49/200) were reported that their parents could help to certain extent in stress management. Some teachers 28.5% felt that parents are not at all helpful in stress in job. Nearly 10% of teachers (20/200) not respond to this question. Interestingly 8% respondents (16/200) were completely satisfied with help of parents in handling stress situation (Table 4.10).

4.11. If no what are the reasons for stress situation not being taken care off?

It was evident from the data accrued in the present study that some teachers did not take any initiative to take care of stress situation. This was evident from the data presented in table 4.7 wherein 152 teachers (76%) did not try to find means and ways of stress management. An effort has been made through Q.No. 4.11 to know the reasons lying behind in not showing interest for stress management.

Respondents in the present study have widely distributed among various options as presented in Table.4.11. Thirty Three out of 152 respondents (21.8%) that others were not willing to support during difficult situations. Hence, they were unable to think about stress management. This was followed by 15/152 respondents (9.8%) who have said that they were unable to plan stress management due to lack of team spirit among others. Negative attitude towards solving problem is one of the reasons was not taking care of stress situation in 14 respondents (9.1%). Some teachers (13/152) were not sure of themselves of finding solutions to the problem (8.5%). Fear of losing professional identity was one of the reason was not taken care of stress in 11 respondents (7.3%). 10 respondents in the present study said that they were unable to cop up with stress due to inadequate resources (6.6%). Lack of prioritization of issues (5.9%), inadequate controlling process was the reasons of not taking care of stress in 9 teachers each.

Few teachers were suffering from stress due to bad decisions (5.3%) and some other teachers were facing stress because they are unable to meet user expectations (5.3%). Competing priorities (4%) and conflicts in objectives was facing 6/152 and 3/152 teachers respectively

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for neglecting stress management. Thirteen teachers (8.5%) could not specify the reasons for not managing the stress situations and they were categorized as others (Table 4.11).

4.12. Objective remarks by respondents

5. A subjective question was presented at the end of the questionnaire to the respondents in order to obtain suggestions regarding various methods adopted for managing stress situation in the work environment. It was recorded that only 40 respondents have come out with 10 options as mentioned in Table 4.12.
6. Reading Bhagavad geetha was advocated by 7 respondents (17.5%) followed by 6 respondents (15%) who have stated that positive attitude. Among other parameters situational reactions (12.5%), yoga and meditation (10%), taking colleagues and family members into confidence (10%), adopting physical exercises (10%), improving work environment (7.5%), walking in nature (7.5%), continuing education (5%)and preparedness for stress management (5%) were suggestions given by respondents in descending order (Table 4.12).

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V. Analysis and Interpretation:

Q2_1_Dup

2.1. What is your length of service in this school/college

Table 2.1. Table showing length of service of Teachers in Schools and Colleges surveyed in the present study

Length of Service (Years)	Schools		College		Total	
	No.	%	No.	%	No.	%
0-5 years	32	32.0	52	52.0	84	42.0
5-10 years	17	17.0	24	24.0	41	20.5
10-15 years	12	12.0	10	10.0	22	11.0
15-20 years	22	22.0	6	6.0	28	14.0
>25 years	17	17.0	8	8.0	25	12.5
Total	100	100.0	100	100.0	200	100.0

Q2_2_Dup

2.2. What is your designation in this school/college

Table.2-2. Table showing grades of Teachers in Schools and Colleges surveyed in the present study

Designation	Schools		College		Total	
	No.	%	No.	%	No.	%
School Assistant	76	76.0	7	7.0	83	41.5
TGT	8	8.0	0	0.0	8	4.0
PGT	1	1.0	1	1.0	2	1.0
Jr. Lecturer	4	4.0	50	50.0	54	27.0
Lecturer	2	2.0	39	39.0	41	20.5
Others	9	9.0	3	3.0	12	6.0
Total	100	100.0	100	100.0	200	100.0

Q2_3_Dup

2.3.What is your job status?

Table.2-3. Table showing job status of Teachers in Schools and Colleges surveyed in the present study

Job Status	Schools		College		Total	
	No.	%	No.	%	No.	%
Permanent	69	69.0	9	9.0	78	39.0
Temporary	27	27.0	66	66.0	93	46.5
Probationer	1	1.0	2	2.0	3	1.5
Adhoc Lecturer	3	3.0	14	14.0	17	8.5

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Others	0	0.0	9	9.0	9	4.5
Total	100	100.0	100	100.0	200	100.0

Q2_4_Dup

2.4.What subjects do you Teach?

Table. 2-4. Table showing subject wise Teachers in Schools and Colleges surveyed in the present study

Subjects Teaching	Schools		College		Total	
	No.	%	No.	%	No.	%
Languages	36	36.0	21	21.0	57	28.5
Science	32	32.0	59	59.0	91	45.5
Social Sciences	26	26.0	11	11.0	37	18.5
Physical Education	3	3.0	0	0.0	3	1.5
Mathematics	3	3.0	9	9.0	12	6.0
Total	100	100.0	100	100.0	200	100.0

Q2_5_Dup

2.5.How many hours do you work?

Table.2-5. Table showing teaching load on Teachers in Schools and Colleges surveyed in the present study

Hours/Week	Schools		College		Total	
	No.	%	No.	%	No.	%
20-30	27	27.0	61	61.0	88	44.0
30-40	46	46.0	24	24.0	70	35.0
40-50	25	25.0	13	13.0	38	19.0
50-Above	2	2.0	2	2.0	4	2.0
Total	100	100.0	100	100.0	200	100.0

Q2_5_Dup

2.6.Whether work load changed?

Table. 2.6. Table showing responses of Teachers regarding work load

Response	Schools		College		Total	
	No.	%	No.	%	No.	%
Workload decreased	13	13.0	8	8.0	21	10.5
Remained the Same	38	38.0	44	44.0	82	41.0

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Workload increased	49	49.0	48	48.0	97	48.5
Total	100	100.0	100	100.0	200	100.0

Frequencies

Statistics

		Q3_1_Dup	Q3_2_Dup	Q3_3_Dup	Q3_4_Dup
N	Valid				
	Missing				

Q3_1 Dup

3.1. Is work culture supportive?

Table 3.1. Table showing responses of Teachers regarding their interest in the work

Response	Schools		College		Total	
	No.	%	No.	%	No.	%
Great	8	8.0	8	8.0	16	8.0
Satisfied	87	87.0	80	80.0	167	83.5
Unable to concentrate	0	0.0	2	2.0	2	1.0
Frustrated	0	0.0	5	5.0	5	2.5
Depressed	3	3.0	4	4.0	7	3.5
Not Responded	2	2.0	1	1.0	3	1.5
Total	100	100.0	100	100.0	200	100.0

Q3_2_Dup

3.2. If No, whether it forms source of stress?

Table 3.2. Table showing responses of Teachers regarding source of stress

Response	Schools		College		Total	
	No.	%	No.	%	No.	%
Mostly	0	0	1	9.0	1	7.0
Rarely	1	33.3	1	9.0	2	14.0
Sometimes	2	67.7	2	18.0	4	29.0
Not at all	0	0	4	36.0	4	29.0
Not responded	0	0	3	28.0	3	21.0
Total	3	100.0	11	100.0	14	100.0

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Q3_3_Dup

3.3. How often do you face stress

Table 3.3. Table showing responses of Teachers how often they feel stress

Response	Schools		College		Total	
	No.	%	No.	%	No.	%
Mostly	3	3.0	2	2.0	5	2.5
Rarely	35	35.0	23	23.0	58	29.0
Sometimes	46	46.0	61	61.0	107	53.5
Not at all	15	15.0	12	12.0	27	13.5
Not responded	1	1.0	2	2.0	3	1.5
Total	100	100.0	100	100.0	200	100.0

Q3_4_Dup

3.4. Have you taken leave in the past 12 months due to stress?

Table 3.4. Table showing details of teachers who have taken leave due to work stress

Response	Schools		College		Total	
	No.	%	No.	%	No.	%
Yes	22	22.0	19	19.0	41	20.5
No	74	74.0	74	74.0	148	74.0
Not responded	4	4.0	7	7.0	11	5.5
Total	100	100.0	100	100.0	200	100.0

Q3_5_Dup

3.5. If yes, how do you relate your stress in job?

Table 3.5. Table showing factors relating to work stress in job for those who have taken leave

Response	Schools		College		Total	
	No.	%	No.	%	No.	%
Work Environment	3	14.0	5	25.0	8	20.0
Supervision	1	5.0	1	5.0	2	5.0
Work Group	2	9.0	1	5.0	3	7.0
Social justice	1	5.0	2	11.0	3	7.0
Ill-health	7	31.0	3	16.0	10	24.0

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Uncertainty in job	1	5.0	2	11.0	3	7.0
Over work	3	14.0	3	16.0	6	15.0
Conflicts	0	0.0	0	0.0	0	0.0
Others	4	17.0	2	11.0	6	15.0
Not Responded	0	0.0	0	0.0	0	0.0
Total	22	100.0	19	100.0	41	100.0

Q3_6_Dup

3.6. Whether stress is related to following factors

Table 3.6. Table showing responses whether stress is related to following factors

Response	Schools		College		Total	
	No.	%	No.	%	No.	%
Dealing with students	17	17.0	17	17.0	34	17.0
Dealing with colleagues	6	6.0	2	2.0	8	4.0
Dealing with administration	9	9.0	17	17.0	26	13.0
Need to reach targets	37	37.0	35	35.0	72	36.0
Dealing with long hours	13	13.0	15	15.0	28	14.0
Others	12	12.0	12	12.0	24	12.0
Not responded	6	6.0	2	2.0	8	4.0
Total	100	100.0	100	100.0	200	100.0

Q3_7_Dup

3.7. What personal factors cause stress in you

Table 3.7. Table showing personal factors as source of stress

Response	Schools		College		Total	
	No.	%	No.	%	No.	%
Ill-health	24	24.0	9	9.0	33	16.5
Family problems	8	8.0	7	7.0	15	7.5
Economic problems	8	8.0	35	35.0	43	21.5
Insecurity/ Over control in profession	8	8.0	21	21.0	29	14.5
Personality problems	7	7.0	6	6.0	13	6.5
Lack of control in job	5	5.0	4	4.0	9	4.5
Others	11	11.0	7	7.0	18	9.0
Not responded	29	29.0	11	11.0	40	20.0
Total	100	100.0	100	100.0	200	100.0

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Q3_8_Dup

3.8. What factors cause stress in view point of students & parents

Table 3.8. Table showing factors of stress in view of students & parents

Response	Schools		College		Total	
	No.	%	No.	%	No.	%
Irregular attendance of students	32	32.0	26	26.0	58	29.0
Indiscipline / misbehaviour by students	16	16.0	15	15.0	31	15.5
Incomplete student-teacher relation	2	2.0	4	4.0	6	3.0
Truancy/Addiction among students	2	2.0	2	2.0	4	2.0
Gender attraction among students	9	9.0	11	11.0	20	10.0
Lack of interest on learning	27	27.0	24	24.0	51	25.5
High expectations by parents	5	5.0	14	14.0	19	9.5
Others	7	7.0	4	4.0	11	5.5
Total	100	100.0	100	100.0	200	100.0

Q3_9_Dup

3.9. What factors cause stress in view point of colleagues

Table 3.9. Table showing factors of stress in view of colleagues

Response	Schools		College		Total	
	No.	%	No.	%	No.	%
Lack of co-operation	18	18.0	56	56.0	74	37.0
Interference in small matters	25	25.0	10	10.0	35	17.5
Frequently on leave	6	6.0	7	7.0	13	6.5
Lack of initiative	19	19.0	10	10.0	29	14.5
Others	20	20.0	7	7.0	27	13.5
Not responded	12	12.0	10	10.0	22	11.0
Total	100	100.0	100	100.0	200	100.0

Q3_10_DupWhat factors cause stress in view Management & Administration

Table 3.10. Table showing factors of stress in view of Management & Administration

Response	Schools		College		Total	
	No.	%	No.	%	No.	%
Target fixing	28	28.0	23	23.0	51	25.5
Over workload	6	6.0	14	14.0	20	10.0
Extended working hours	13	13.0	7	7.0	20	10.0
Stringent supervision	5	5.0	5	5.0	10	5.0
Insufficient salaries	9	9.0	20	20.0	29	14.5

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Frequent Transfers	5	5.0	1	1.0	6	3.0
Poor promotion avenues	3	3.0	8	8.0	11	5.5
Lack of recognition for merit	6	6.0	5	5.0	11	5.5
Indifferent management issues	1	1.0	3	3.0	4	2.0
Lack of leadership	3	3.0	1	1.0	4	2.0
Lack of support from management	5	5.0	3	3.0	8	4.0
High Task Demand	10	10.0	4	4.0	14	7.0
Others	6	6.0	6	6.0	12	6.0
Total	100	100.0	100	100.0	200	100.0

Q3-11-Dup

3.11. What factors cause stresswith respect to Technology and Environment?

Table 3.11. Table showing factors of stress with respect to technology and environment

Response	Schools		College		Total	
	No.	%	No.	%	No.	%
Frequent changes in syllabus/curriculum	24	24.0	23	23.0	47	23.5
Too many and frequent exams	21	21.0	10	10.0	31	15.5
Technology interference is too much	12	12.0	20	20.0	32	16.0
Teachers lost public esteem	2	2.0	6	6.0	8	4.0
Over emphasis on feedback mechanism	12	12.0	10	10.0	22	11.0
Inadequate classrooms	5	5.0	16	16.0	21	10.5
Others (Specify)	9	9.0	11	11.0	20	10.0
Not Responded	15	15.0	4	4.0	19	9.5
Total	100	100.0	100	100.0	200	100.0

Q3_12_Dup

3.12.What factors cause stressin teachers with respect to Policies and Ethics?

Table 3.12. Table showing factors of stress in teachers with respect to policies and ethics

Response	Schools		College		Total	
	No.	%	No.	%	No.	%
Deputing teachers to additional works	26	26.0	22	22.0	48	24.0
Making teacher responsible for students failure	42	42.0	44	44.0	86	43.0
Not involving teachers in decision-making	14	14.0	22	22.0	36	18.0
Teachers lost public esteem	4	4.0	4	4.0	8	4.0

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Others (Specify)	8	8.0	7	7.0	15	7.5
Not Responded	6	6.0	1	1.0	7	3.5
Total	100	100.0	100	100.0	200	100.0

Q4. Job Deliverables

Q4_1_Dup

4.1 Whom do you report /share when you face stress in work?

Table 4.1. Table showing to whom do you report/ share your trauma of stress

Response	Schools		College		Total	
	No.	%	No.	%	No.	%
Students	1	1.0	1	1.0	2	1.0
Colleagues	37	37.0	23	23.0	60	30.0
Head of the Department	6	6.0	9	9.0	15	7.5
Headmaster/ Principal	9	9.0	11	11.0	20	10.0
Management	1	1.0	1	1.0	2	1.0
Family members	22	22.0	38	38.0	60	30.0
Doctor	4	4.0	1	1.0	5	2.5
No, I don’t discuss with anyone	20	20.0	16	16.0	36	18.0
Total	100	100.0	100	100	200	100.0

Q4_2_Dup

4.2 Does stress effect your teaching (job) quality and other job deliverables?

Table. 4-2. Table showing effect of stress on teaching (job) quality and other job eliverables

Response	Schools		College		Total	
	No.	%	No.	%	No.	%
Yes	12	12.0	13	13.0	25	12.5
No	53	53.0	47	47.0	100	50.0
Sometimes	24	24.0	38	38.0	62	31.0
Not Responded	11	11.0	2	2.0	13	6.5
Total	100	100.0	100	100.0	200	100.0

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Q4_2(i)_Dup

4.2(i)If yes, how it effects your job quality?

Table.4-2.1. Table showing effect of stress in job quality

Response	Schools		College		Total	
	No.	%	No.	%	No.	%
Leads to poor Time Management	1	3.0	5	9.0	6	7.0
Decreased performance due to pressure	6	17.0	9	18.0	15	16.0
Strained relations with colleagues	3	8.0	3	6.0	6	7.0
Feeling of helplessness and hopelessness	8	22.0	4	8.0	12	14.0
Develop jealousy	1	3.0	3	6.0	4	5.0
Loose self-esteem in job	4	11.0	7	14.0	11	13.0
Loss of memory	3	8.0	9	18.0	12	14.0
Distraction from the academics	1	3.0	5	9.0	6	7.0
Commit mistakes in the job	4	11.0	3	6.0	7	8.0
Others (Specify)	3	8.0	2	4.0	5	6.0
Not Responded	2	6.0	1	2.0	3	3.0
Total	36	100.0	51	100.0	87	100.0

Q4_3_Dup

4.3. Did you have any formal training to manage stress situation in school/college?

Table 4-3 :Table showing to know formal training to manage stress situation in school/college

Response	Schools		College		Total	
	No.	%	No.	%	No.	%
Yes	34	34.0	55	55.0	89	44.5
No	59	59.0	44	44.0	103	51.5
No Response	7	7.0	1	1.0	8	4.0
Total	100	100.0	100	100.0	200	100.0

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Q4_4_Dup

4.4. If yes what type of training did you have?

Table.4-4. Table showing type of training taken by teachers

Response	Schools		College		Total	
	No.	%	No.	%	No.	%
Teacher Training Course	14	41.0	10	18.0	24	27.0
Refresher courses in stress management	4	12.0	9	16.0	13	15.0
Attended Seminars	7	21.0	11	20.0	18	20.0
Helpful tips from colleagues	5	14.0	15	28.0	20	22.0
Others (Specify)	4	12.0	10	18.0	14	16.0
Total	34	100.0	55	100.0	89	100.0

Q4_5_Dup

4.5. Do you find any advantage of undergoing formal training in stress management?

Table.4-5. Table showing advantages of undergoing formal training in stress management

Response	Schools		College		Total	
	No.	%	No.	%	No.	%
Yes	24	70.0	18	32.0	42	47.0
No	9	27.0	30	55.0	39	44.0
No Response	1	3.0	7	13.0	8	9.0
Total	34	100.0	55	100.0	89	100.0

Q4_6_Dup

4.6. How do you overcome stress in your job?

Table.4-6. Table showing tool to overcome stress in job?

Response	Schools		College		Total	
	No.	%	No.	%	No.	%
Through Self-Confidence	17	17.0	26	26.0	43	21.5
Elimination of irritation and anger	12	12.0	11	11.0	23	11.5
Overcoming over work load	4	4.0	5	5.0	9	4.5
Positive attitude	33	33.0	32	32.0	65	32.5

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Developing sense of commitment	9	9.0	7	7.0	16	8.0
Through Team work	13	13.0	6	6.0	19	9.5
Taking students into confidence	4	4.0	6	6.0	10	5.0
Learning to accept Stress	4	4.0	5	5.0	9	4.5
Others (Specify)	4	4.0	2	2.0	6	3.0
Total	100	100.0	100	100.0	200	100.0

Q4_7_Dup

4.7. How often do you face stress situation being taken care off?

Table. 4.7. Table showing how often teachers take care of stress

Response	Schools		College		Total	
	No.	%	No.	%	No.	%
Mostly	6	6.0	4	4.0	10	5.0
Rarely	51	51.0	56	56.0	107	53.5
Frequently	8	8.0	11	11.0	19	9.5
Not at all	24	24.0	21	21.0	45	22.5
Not responded	11	11.0	8	8.0	19	9.5
Total	100	100.0	100	100.0	200	100.0

Q4_8_Dup

4.8. To what level the colleagues/ management is effective in handling your stress situation?

Table.4-8. Table showing the colleagues/ management is effective in handling your stress situation

Response	Schools		College		Total	
	No.	%	No.	%	No.	%
Completely	8	8.0	9	9.0	17	8.5
To a certain extent	19	19.0	20	20.0	39	19.5
To a satisfactory	39	39.0	27	27.0	66	33.0
Not at all	18	18.0	37	37.0	55	27.5
Not Responded	16	16.0	7	7.0	23	11.5
Total	100	100.0	100	100.0	200	100.0

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Q4_9_Dup

4.9. How do students cooperate in handling stress situation in school/ college?

Table.4.9 Table showing student's cooperation in handling stress situation in school/college

Response	Schools		College		Total	
	No.	%	No.	%	No.	%
Completely	9	9.0	8	8.0	17	8.5
To a certain extent	17	17.0	17	17.0	34	17.0
To a satisfactory	37	37.0	35	35.0	72	36.0
Not at all	22	22.0	27	27.0	49	24.5
Not Responded	15	15.0	13	13.0	28	14.0
Total	100	100.0	100	100.0	200	100.0

Q4_10_Dup

4.10. How do parents help in handling your stress situation?

Table.4.10. Table showing parents help in handling stress situation

Response	Schools		College		Total	
	No.	%	No.	%	No.	%
Completely	5	5.0	11	11.0	16	8.0
To a certain extent	22	22.0	27	27.0	49	24.5
To a satisfactory	29	29.0	29	29.0	58	29.0
Not at all	33	33.0	24	24.0	57	28.5
Not Responded	11	11.0	9	9.0	20	10.0
Total	100	100.0	100	100.0	200	100.0

Q4_11_Dup

4.11. If no what are the reasons for stress situation not being taken care off?

Table.4-11.showing reasons for stress situation not being taken care of.

Response	Schools		College		Total	
	No.	%	No.	%	No.	%
Nobody wants to take responsibility	19	26.0	14	18.0	33	21.8
Feeling of not finding solution	10	13.0	3	4.0	13	8.5
Fear of losing professional identity	4	5.0	7	9.9	11	7.3

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Negative attitude towards problems	7	10.0	7	9.0	14	9.1
Insufficient Human and material resources	3	4.0	7	9.0	10	6.6
Bad decisions	5	7.0	3	4.0	8	5.3
Lack of prioritization of issues	4	5.0	5	6.0	9	5.9
Competing priorities	1	1.0	5	6.0	6	4.0
Unable to meet user expectations	4	5.0	4	5.0	8	5.3
Conflict in objectives	1	1.0	2	3.0	3	2.0
Inadequate testing process	1	1.0	8	11.0	9	5.9
Lack of Team Spirit	9	10.0	6	8.0	15	9.8
Others (Specify)	7	12.0	6	8.0	13	8.5
Total	75	100.0	77	100.0	152	100.0

Q4_12_Dup

Table: 4-12. Objective remarks by respondents

	Response	Schools		College		Total	
		No.	%	No.	%	No.	%
1.	Positive Attitude	4	20.0	2	10.0	6	15.0
2.	Improving work environment	1	5.0	2	10.0	3	7.5
3.	Yoga and Meditation	2	10.0	2	10.0	4	10.0
4.	Colleagues and Family members	2	10.0	2	10.0	4	10.0
5.	Continuing education	1	5.0	1	5.0	2	5.0
6.	Preparedness for managing stress	1	5.0	1	5.0	2	5.0
7.	Situational reaction	2	10.0	3	15.0	5	12.5
8.	Reading Bhavad gita	4	20.0	3	15.0	7	17.5
9.	Physical exercises	2	10.0	2	10.0	4	10.0
10.	Walking in nature	1	5.0	2	10.0	3	7.5
	Total	20	100.0	20	100.0	40	100.0

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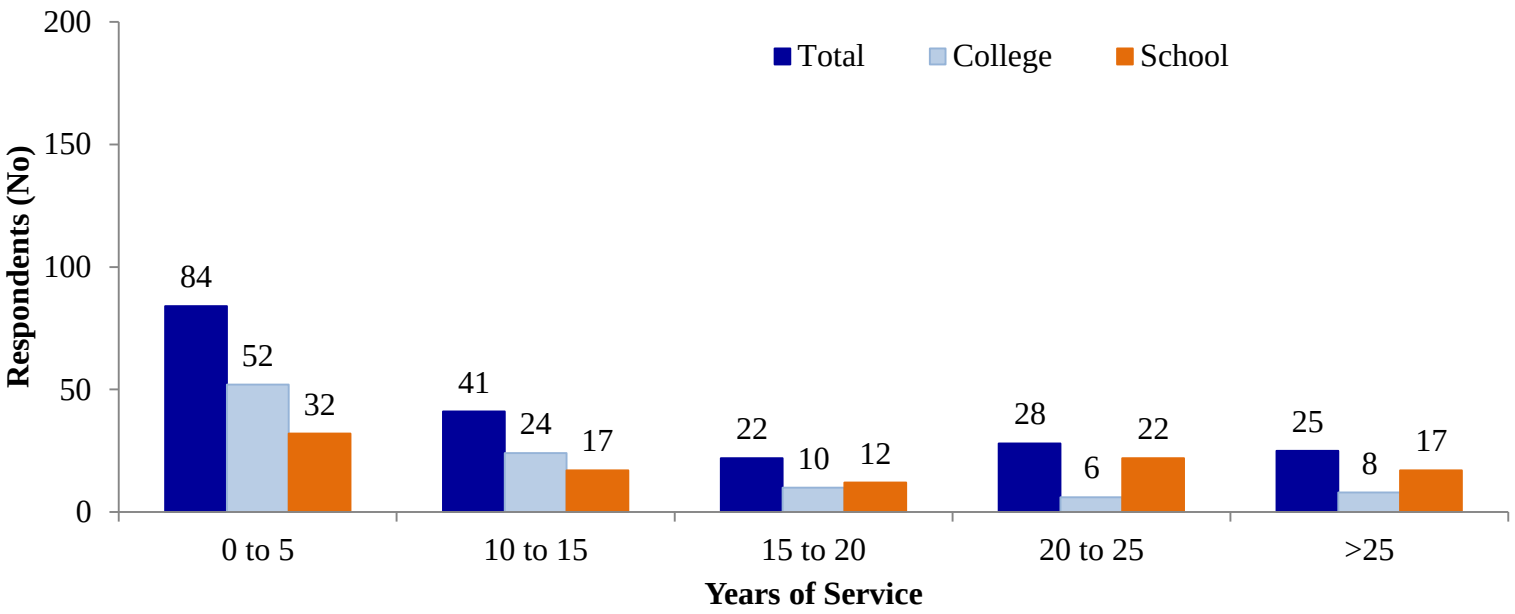

Fig. 2.1. Histogram showing no. of years of service of school and college teachers who participated in the survey

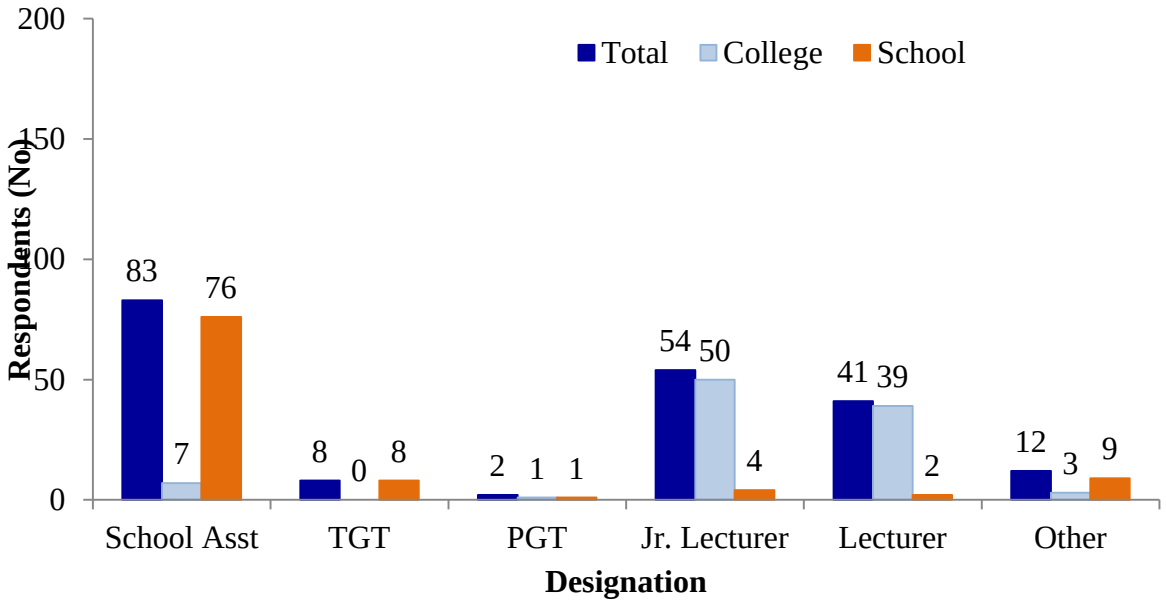

Fig. 2.2. Histogram showing grades of Teachersin Secondary and Senior Secondary schools during the present survey

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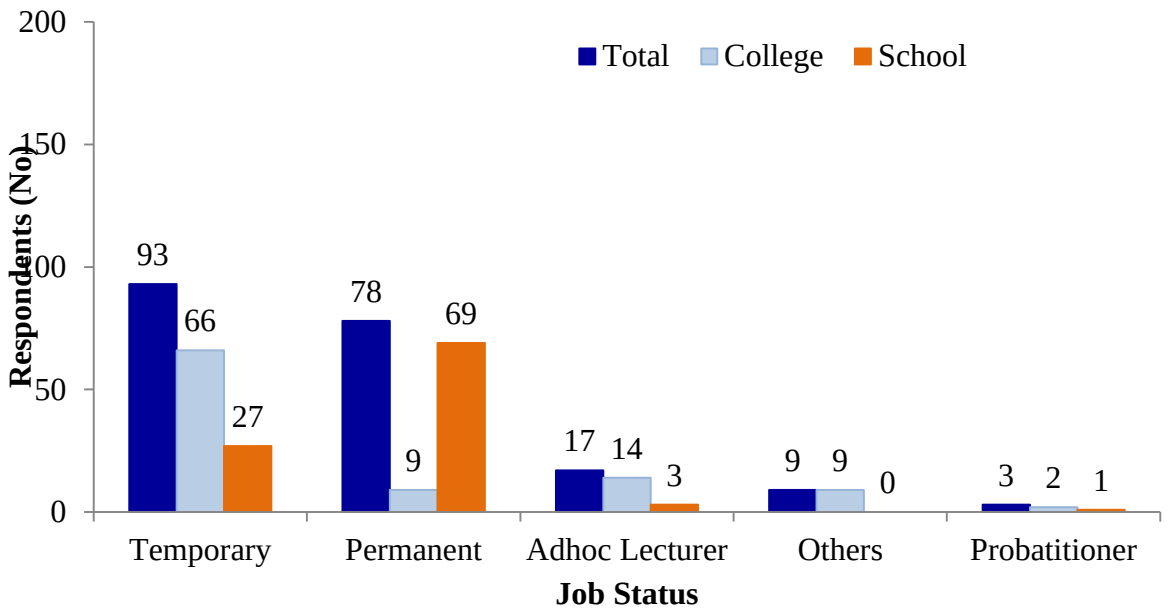

Fig. 2.3. Histogram showing job status of teachers in Secondary and Senior schools surveyed in the present study.

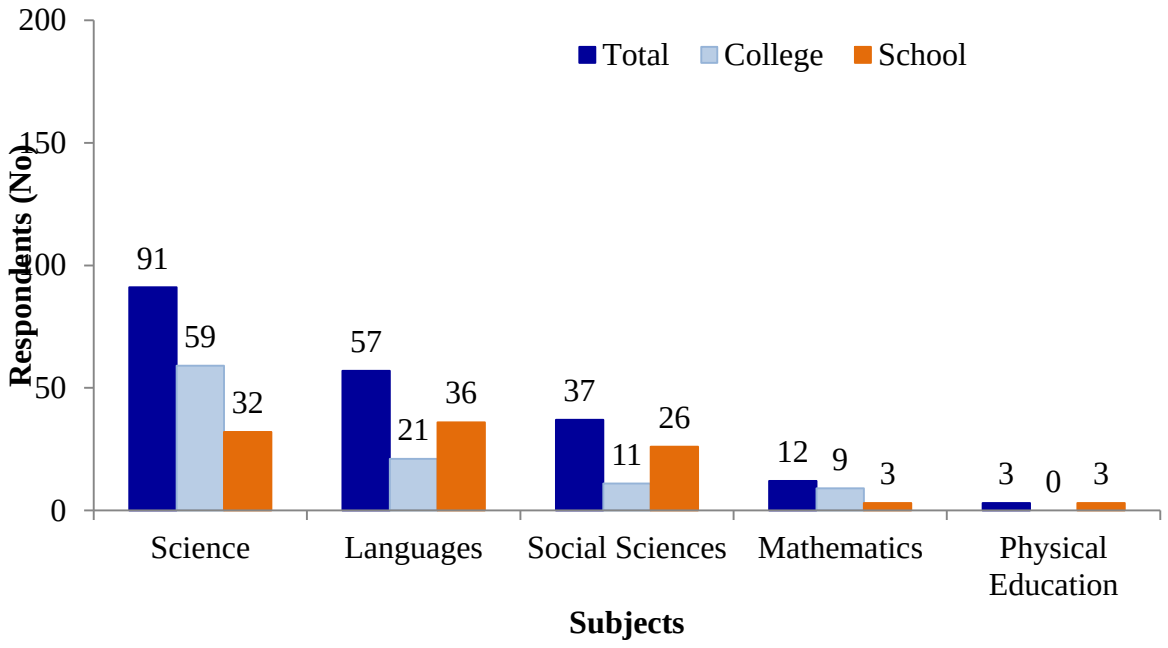

Fig. 2.4. Histogram showing subject wise teachers in High Schools and Junior Colleges surveyed in the present study

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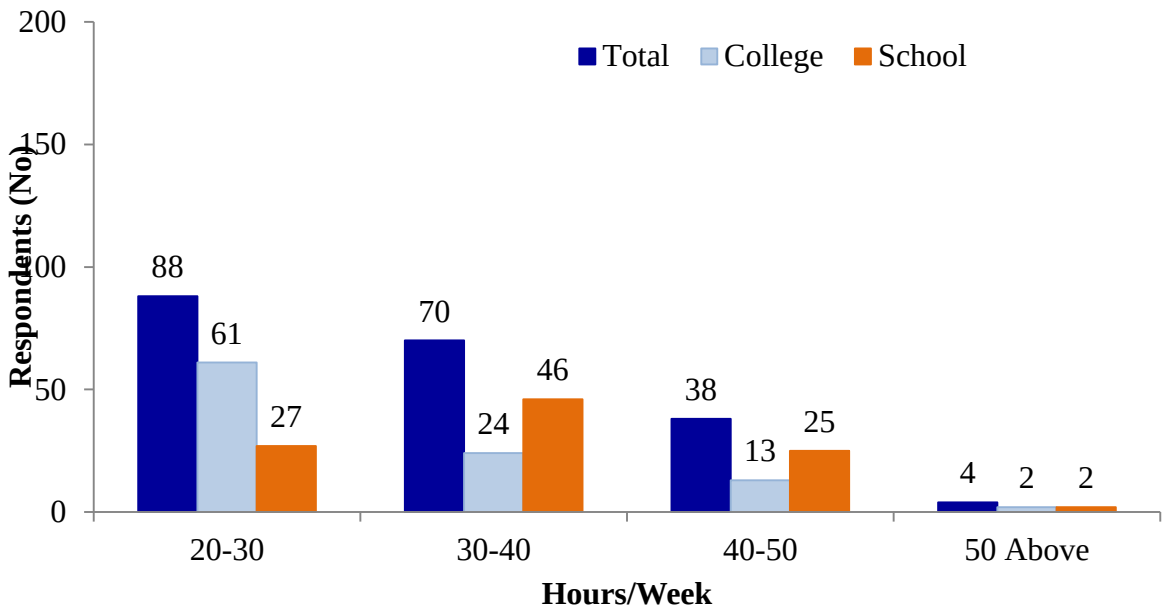

Fig. 2.5. Histogram showing teaching load on teachers in Secondary and Senior Secondary schools surveyed in the present study

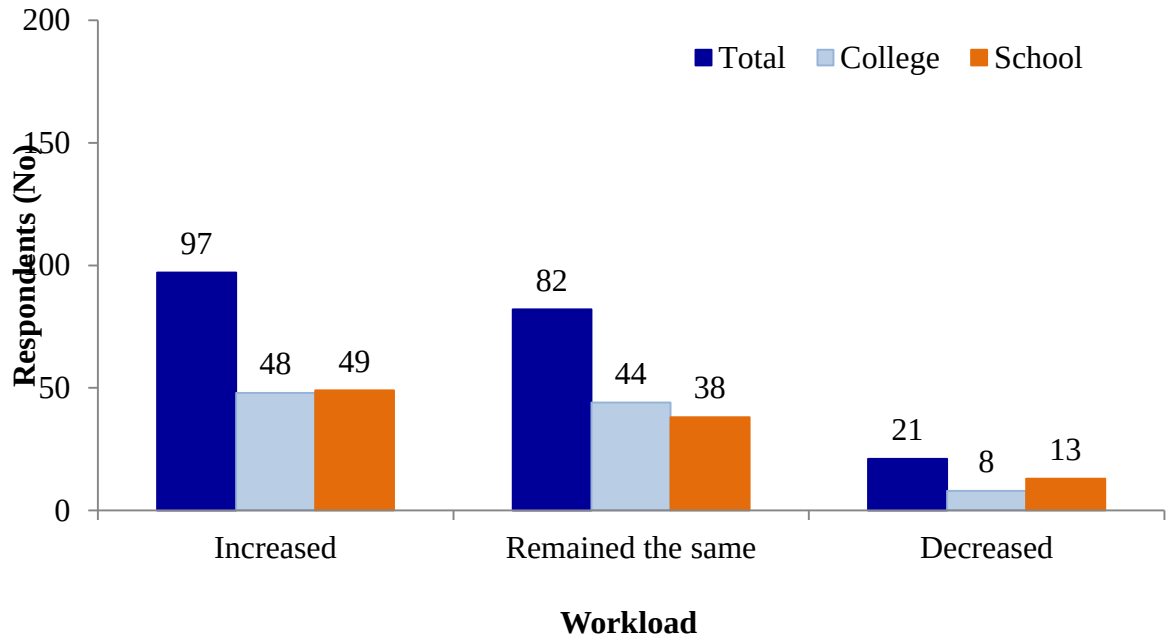

Fig. 2.6. Histogram showing responses of teachers regarding workload.

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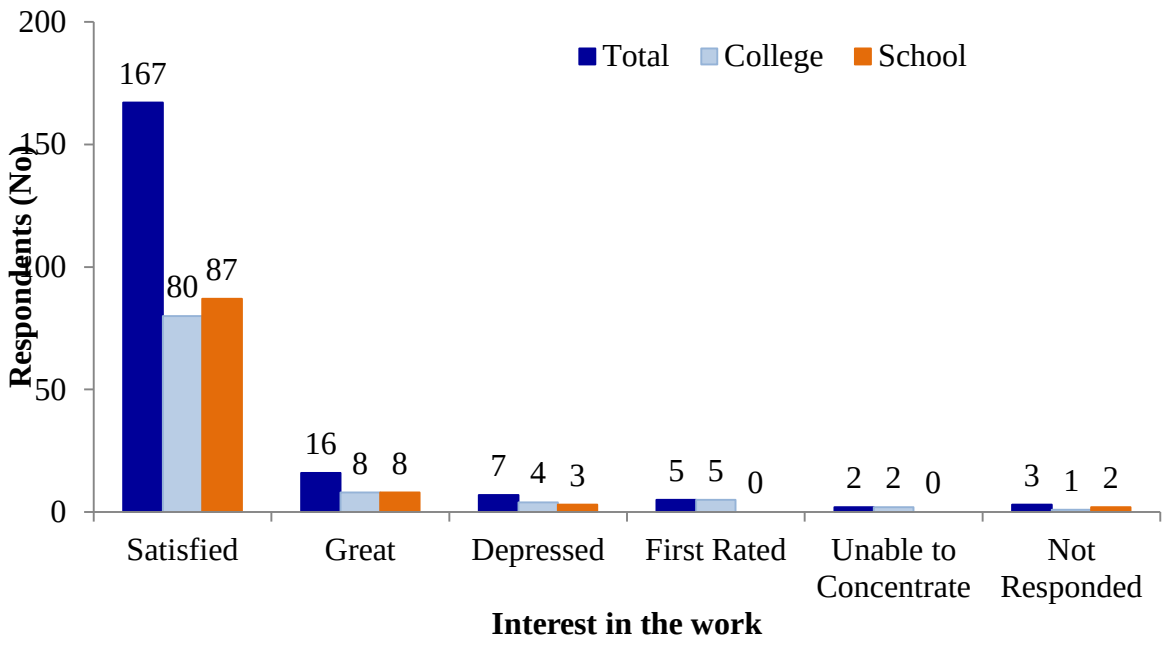

Fig. 3.1. Histogram showing responses of teachers regarding their interests in the work

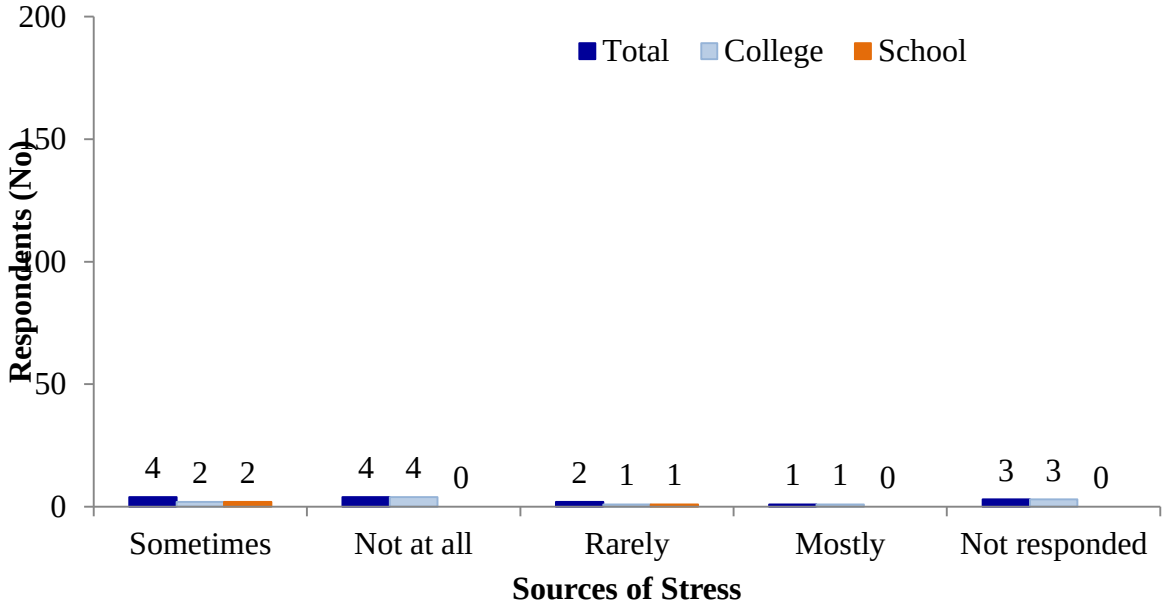

Fig. 3.2. Histogram showing responses of teachers regarding sources of stress

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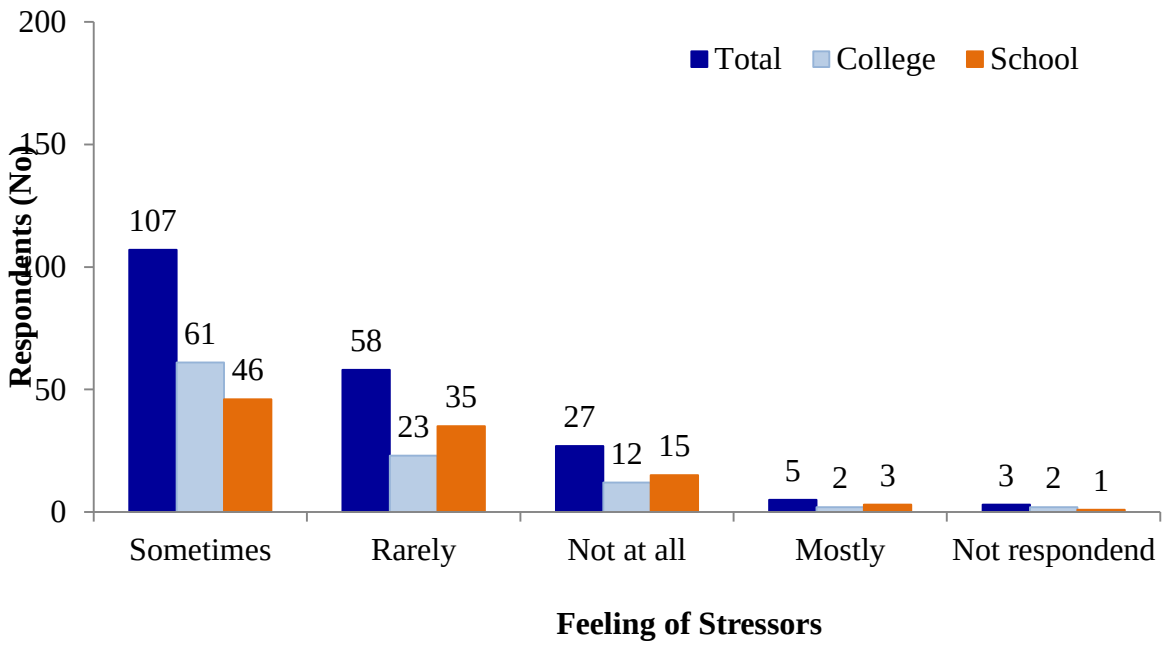

Fig. 3.3. Histogram showing responses of teachers how often they feel stress.

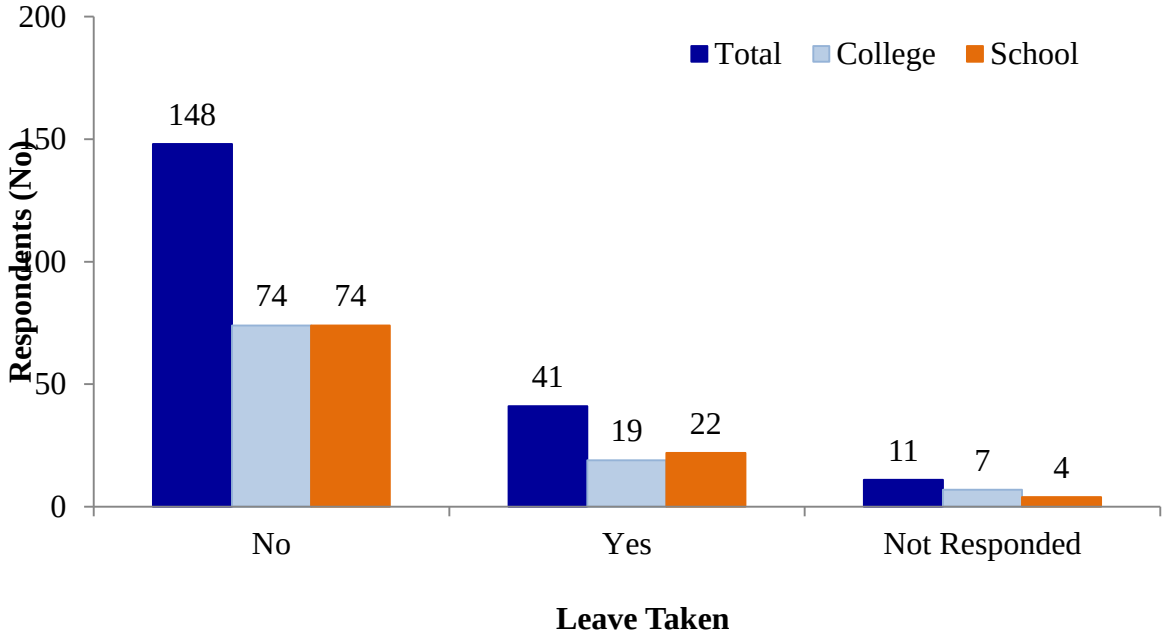

Fig. 3.4. Histogram showing details of teachers who have taken leave due to work stress.

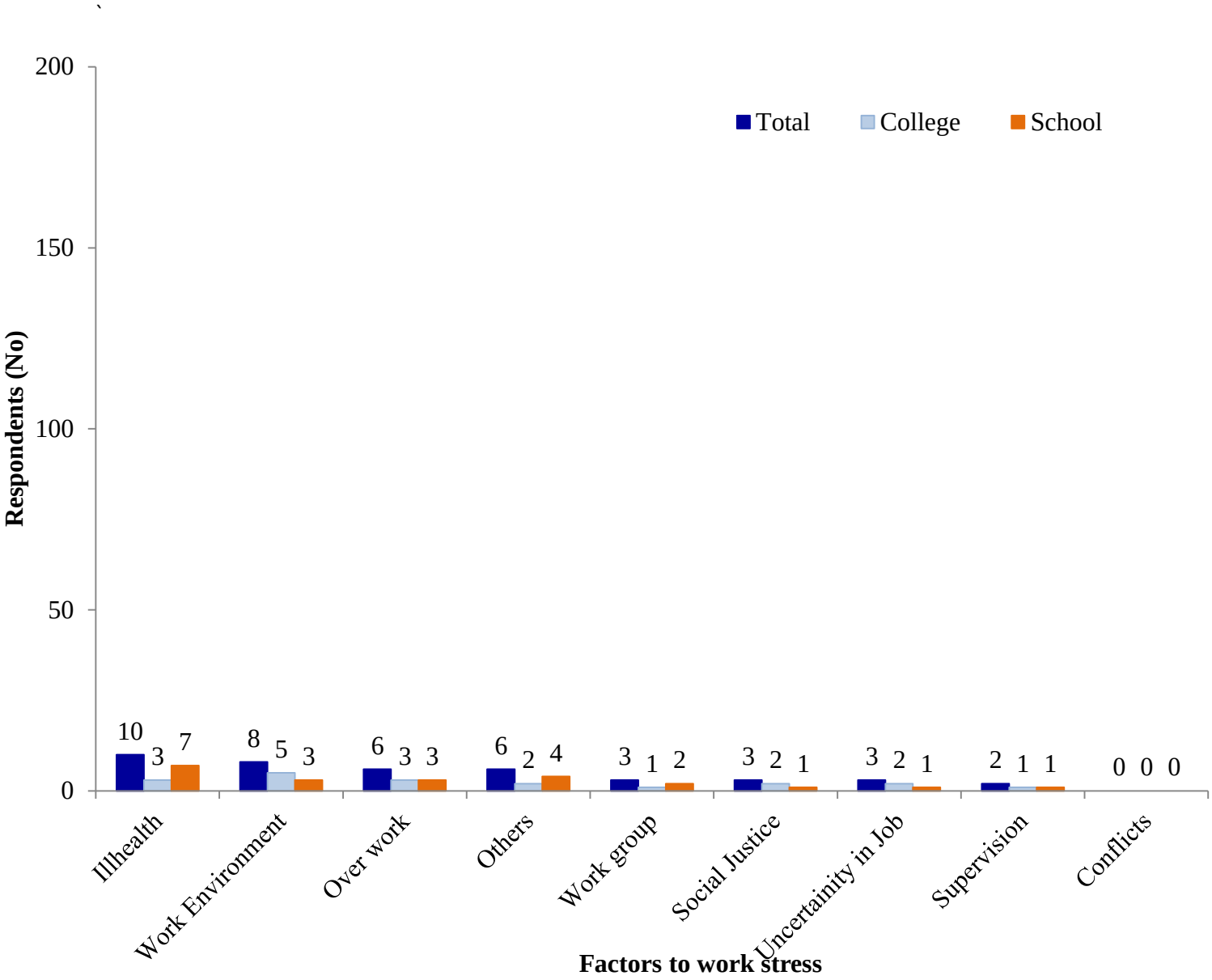

Fig. 3.5. Histogram showing factors relating to work stress in job for those who have taken leave.

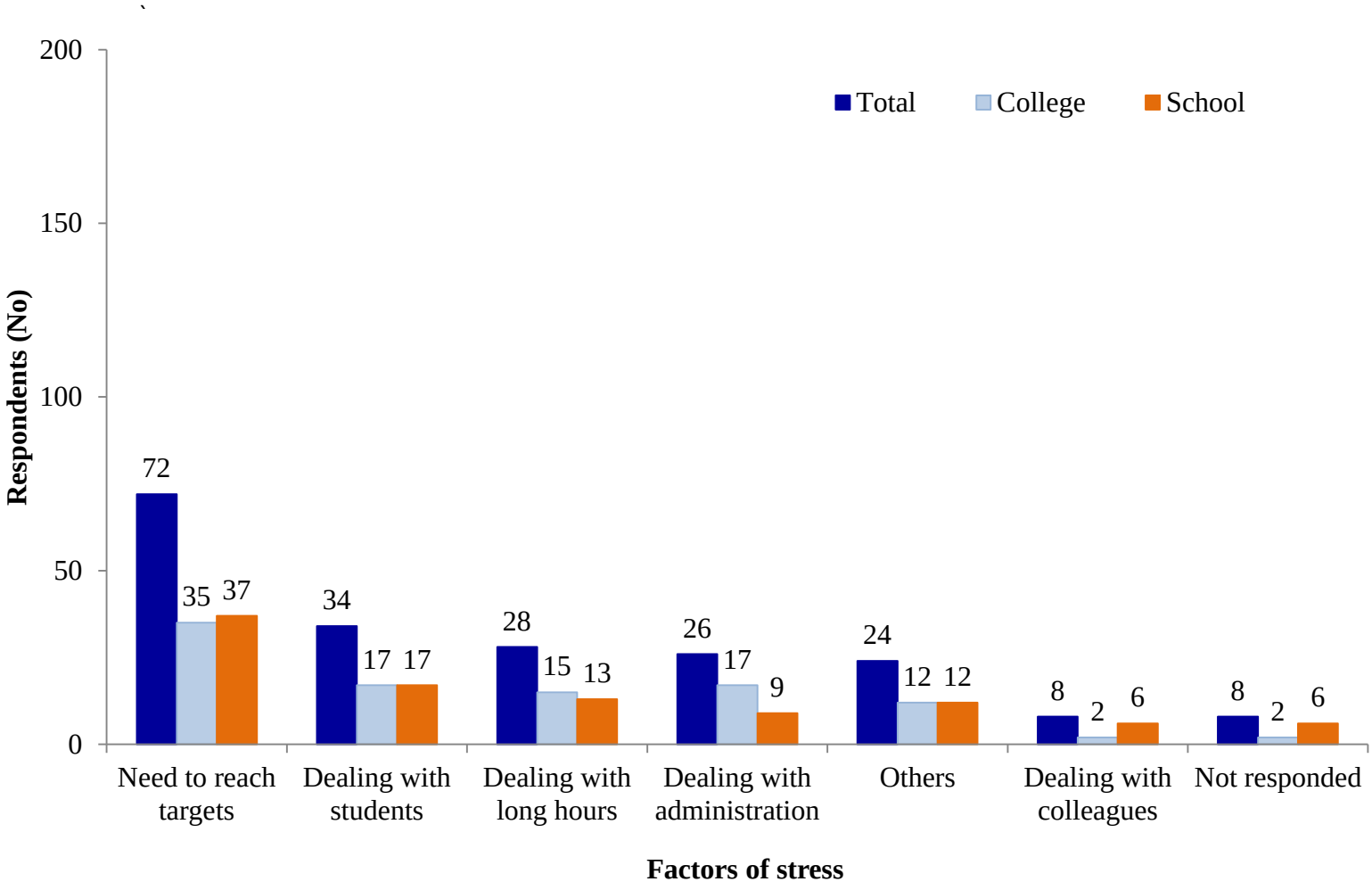

Fig.3.6. Histogram showing reasons whether stress is related to stress related factors.

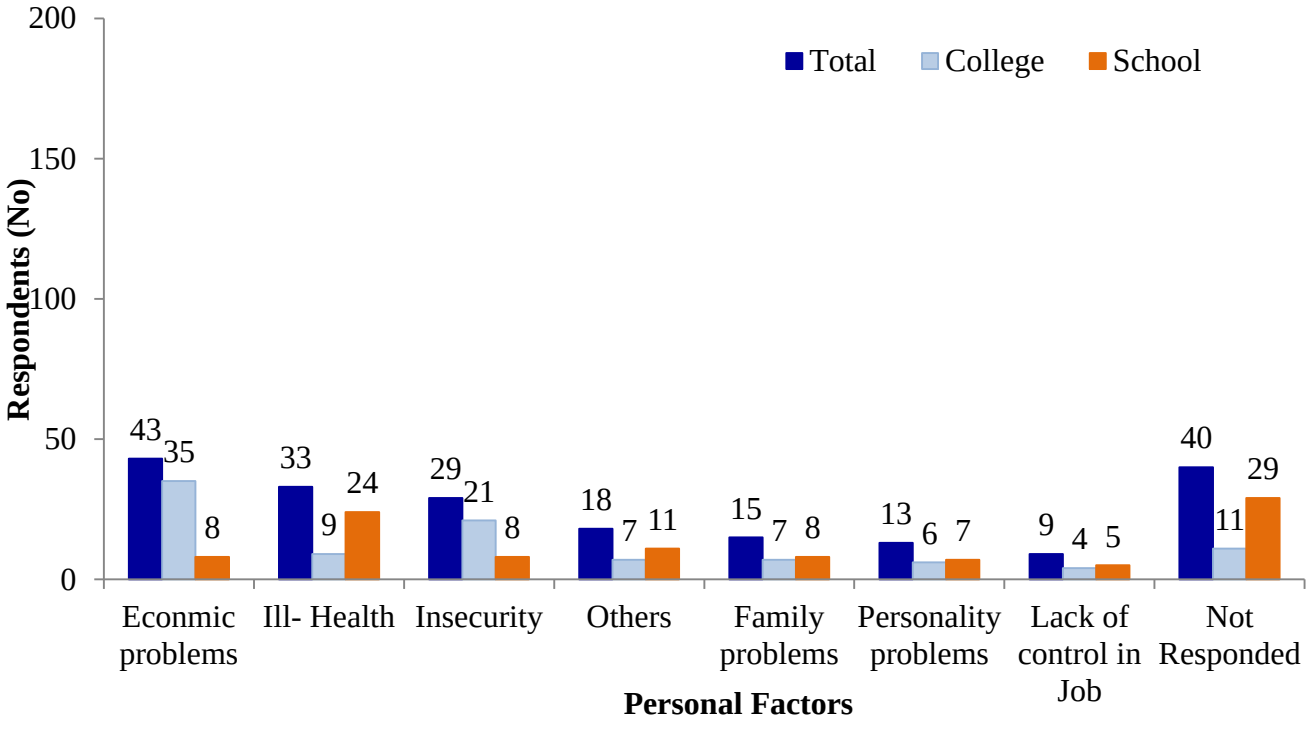

Fig.3.7. Histogram showing personal factors as source of stress

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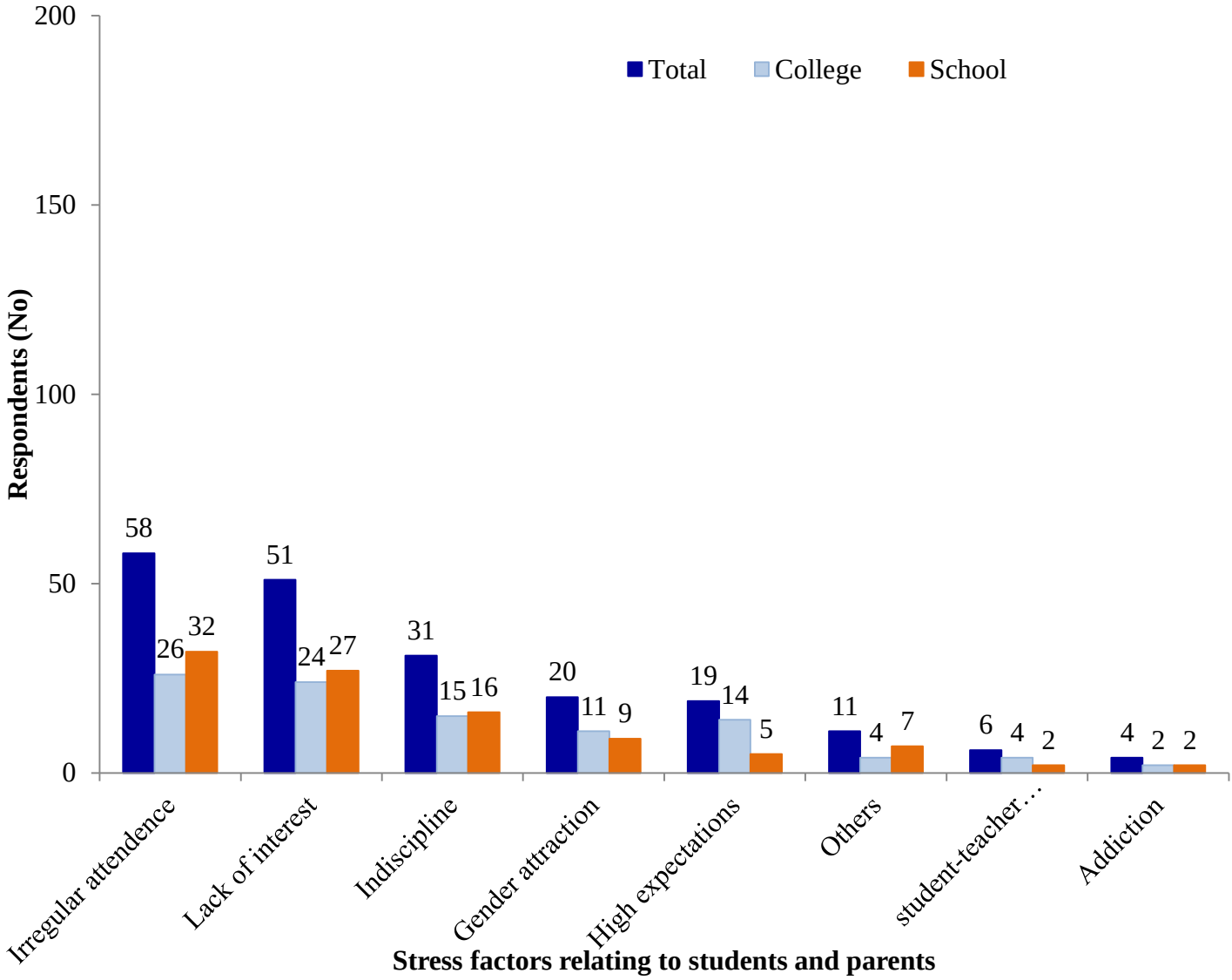

Fig.3.8. Histogram showing factors of stress in view of students and parents.

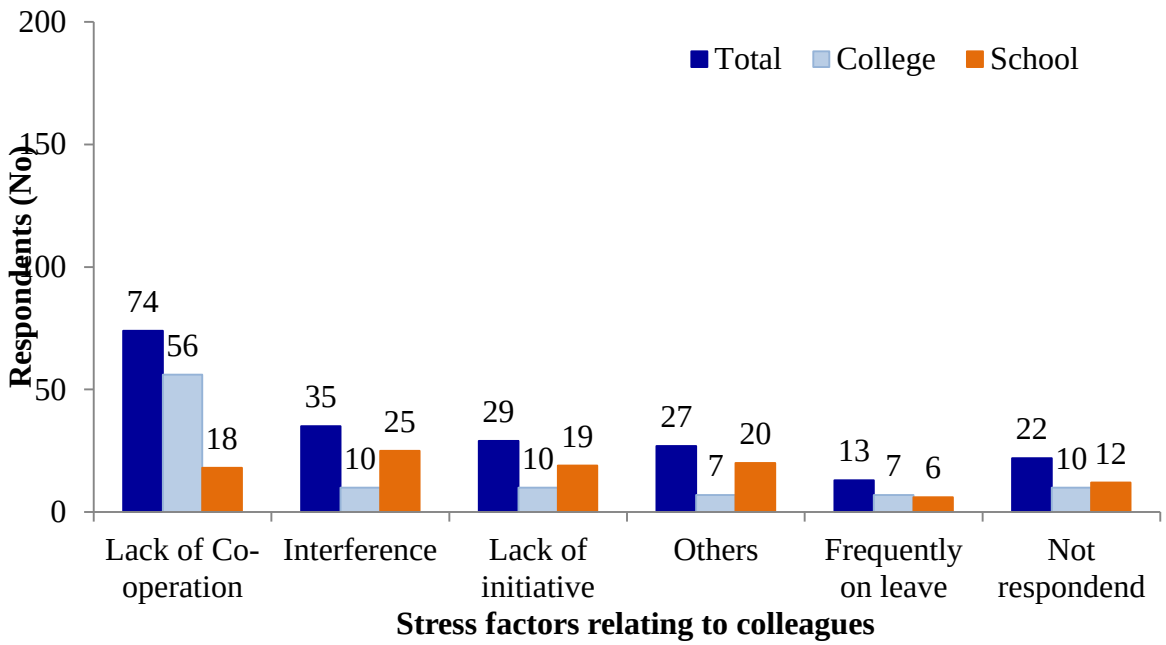

Fig.3.9. Histogram showing factors of stress in view of colleagues.

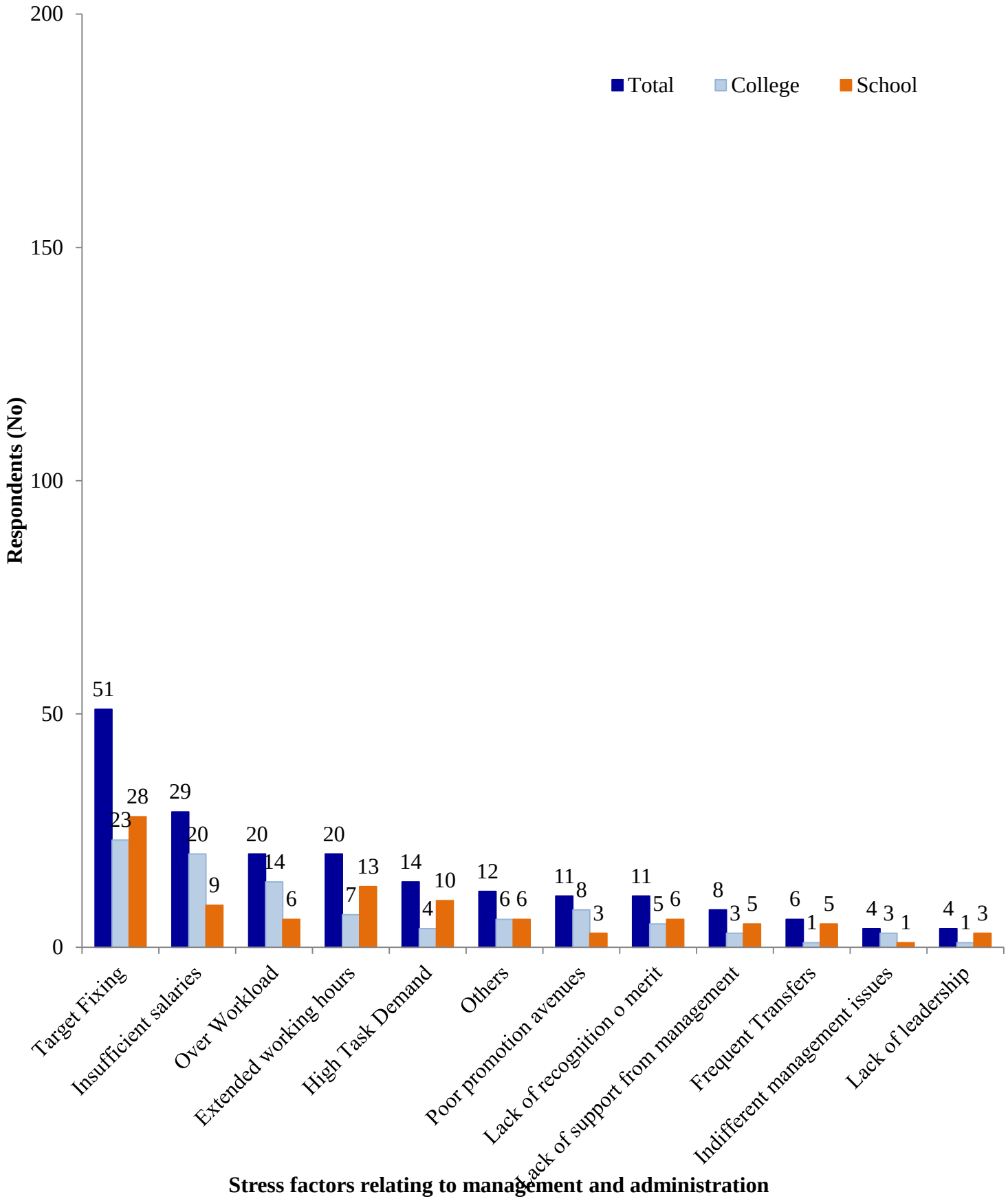

Fig.3.10. Histogram showing factors of stress in view of management and administration.

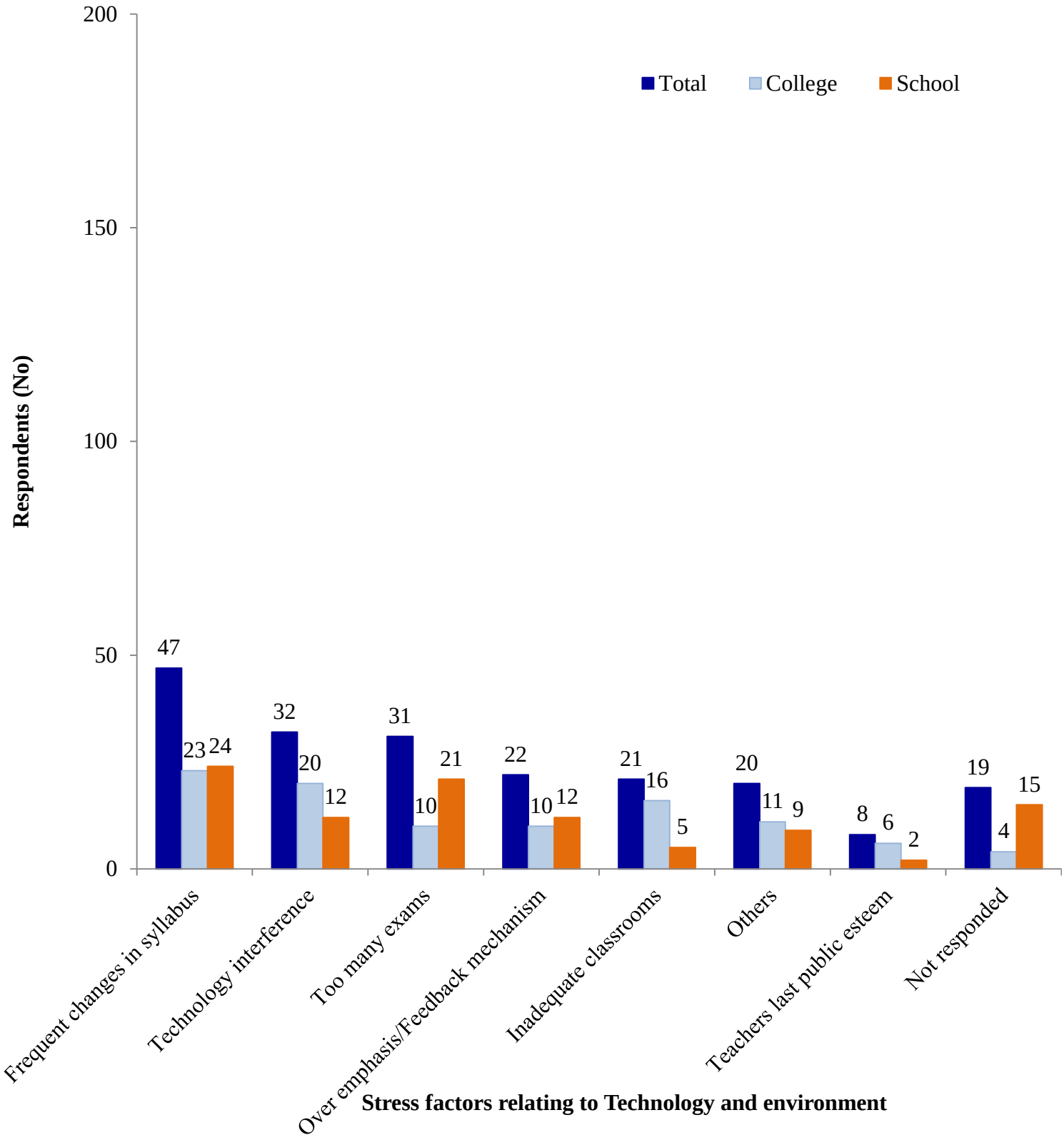

Fig.3.11. Histogram showing factors of stress in view of Technology and environment

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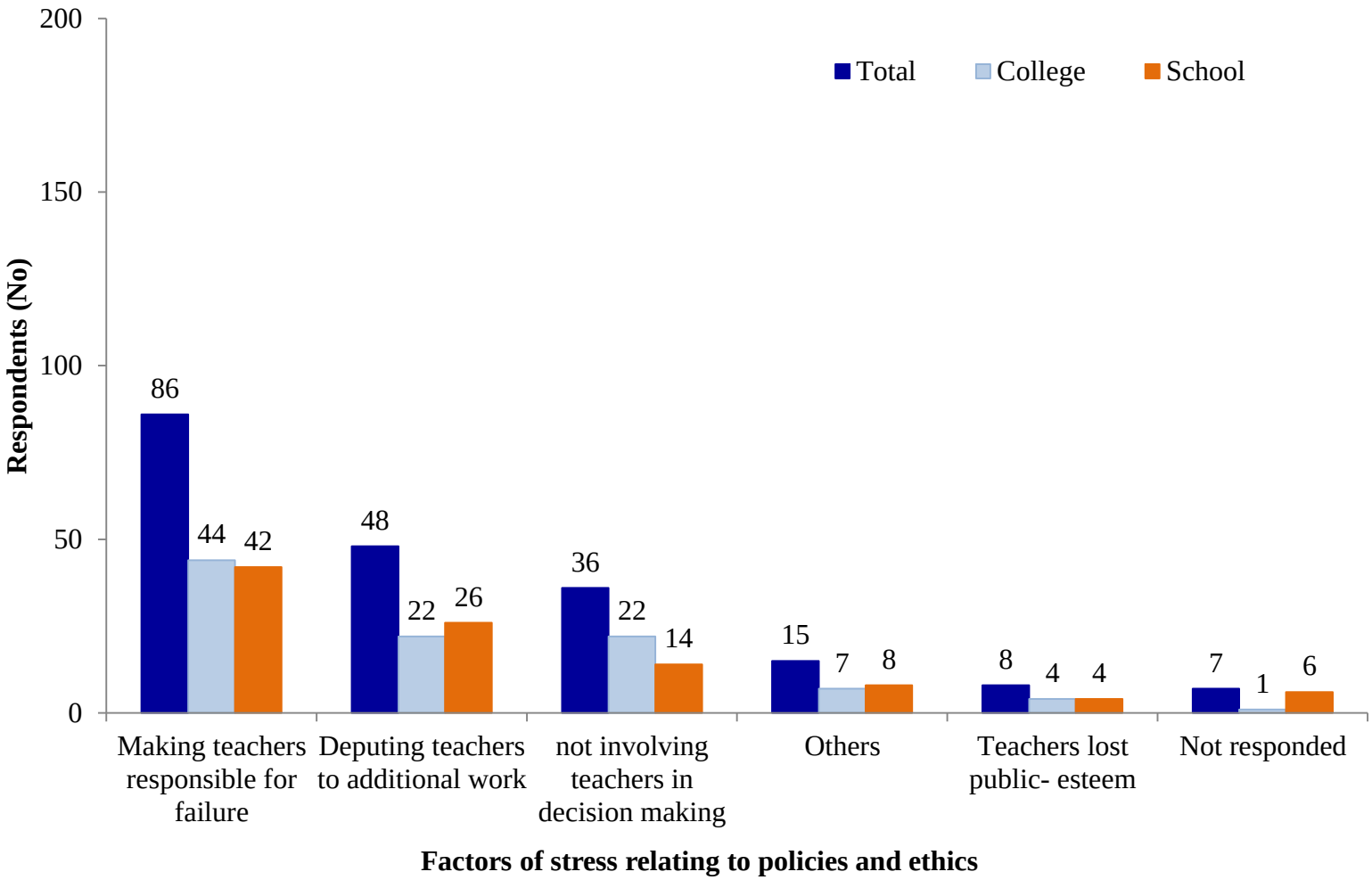

. Fig.3.12. Histogram showing factors of stress in teachers with respect to policies and ethics.

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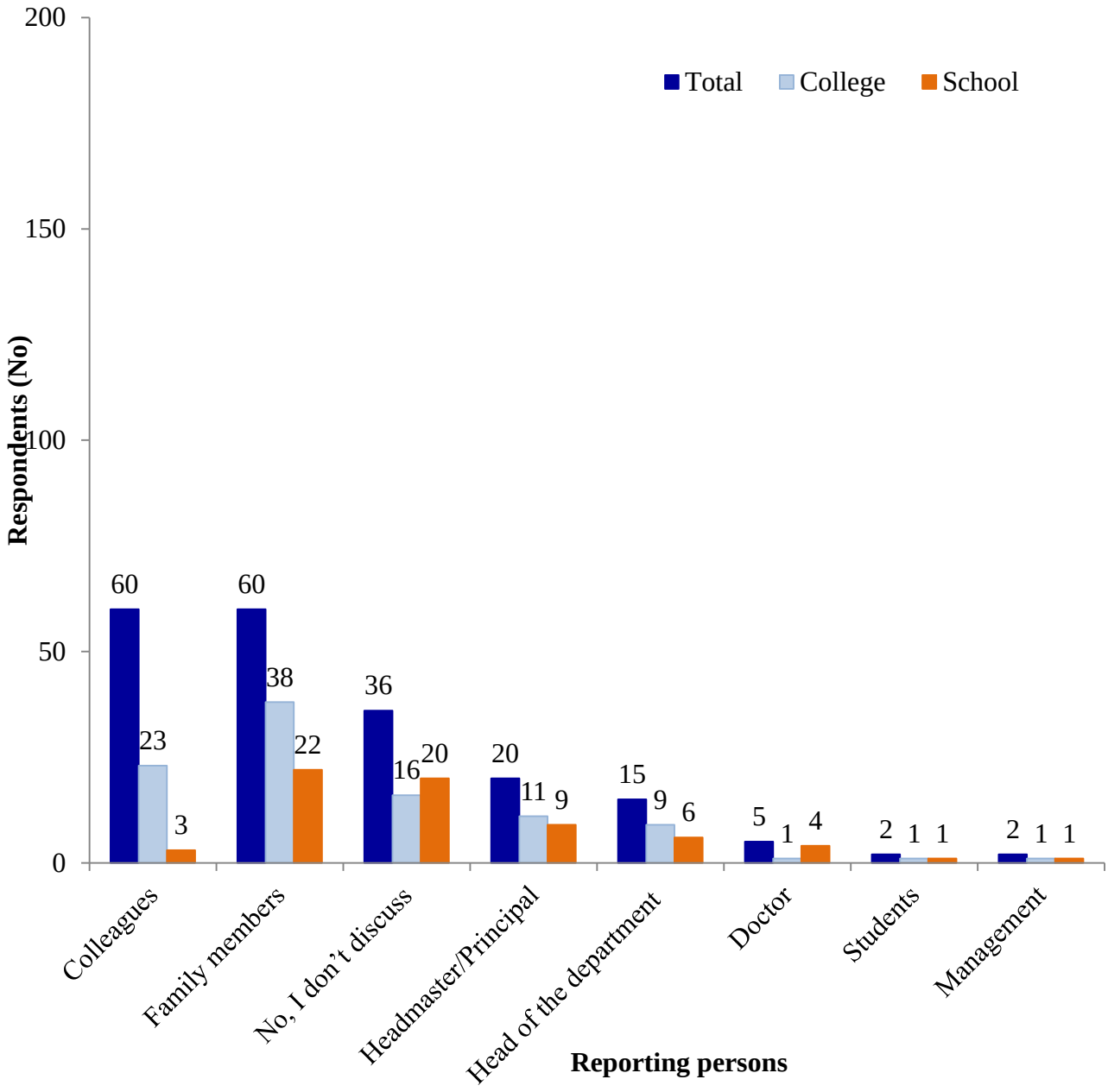

. Fig.4.1. Histogram showing to whom do you report/ share your trauma of stress.

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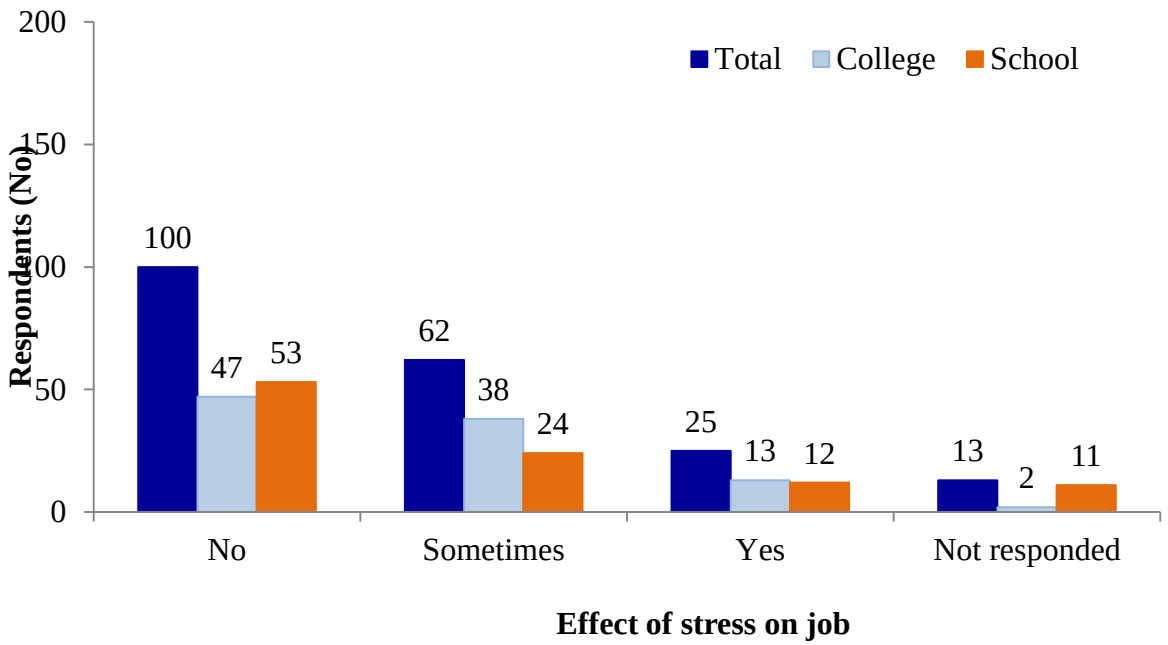
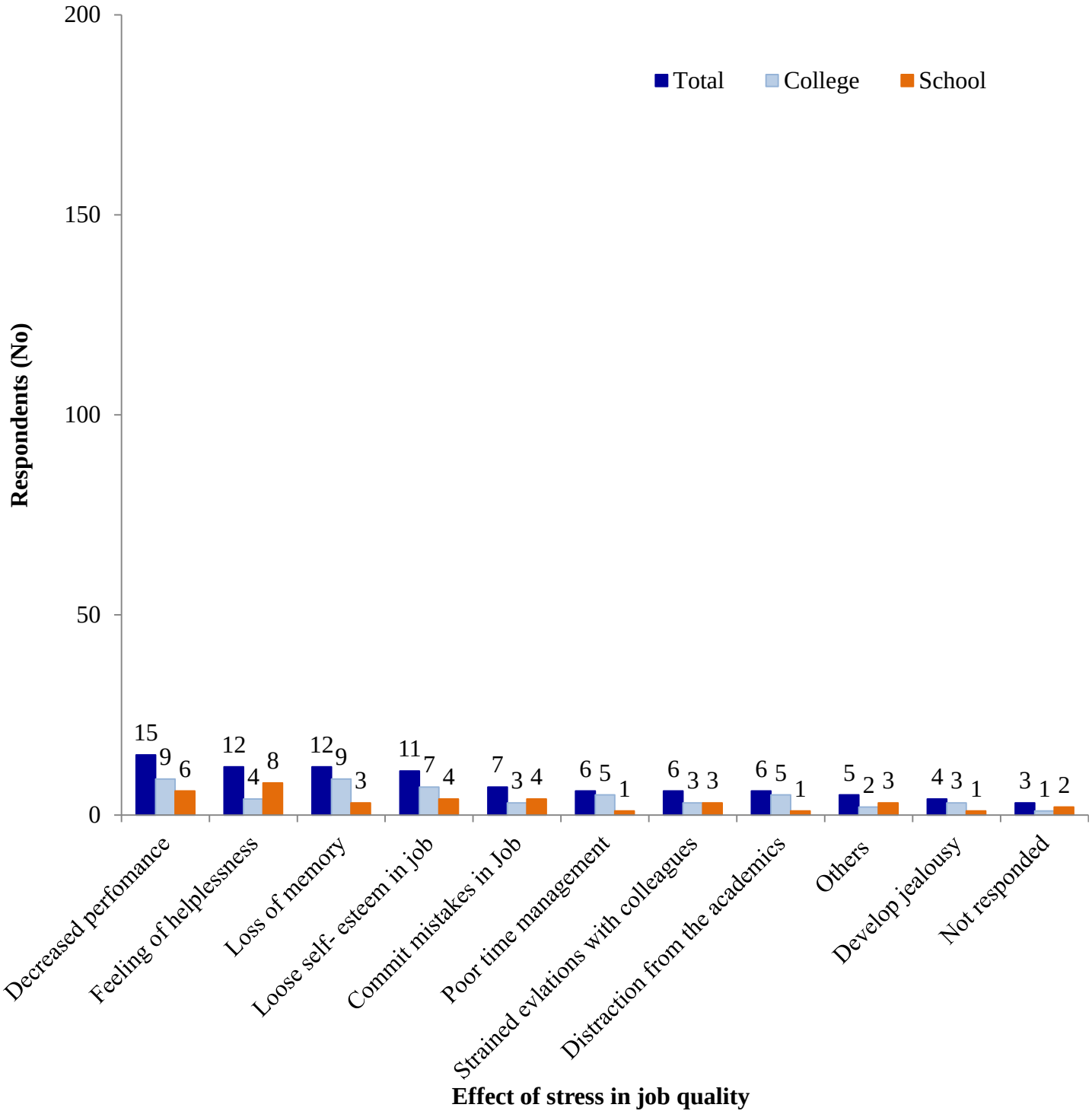


Fig.4.2. Histogram showing effect of stress on teaching quality and other job deliverables.



. Fig.4.2.i. Histogram showing effect of stress in job quality

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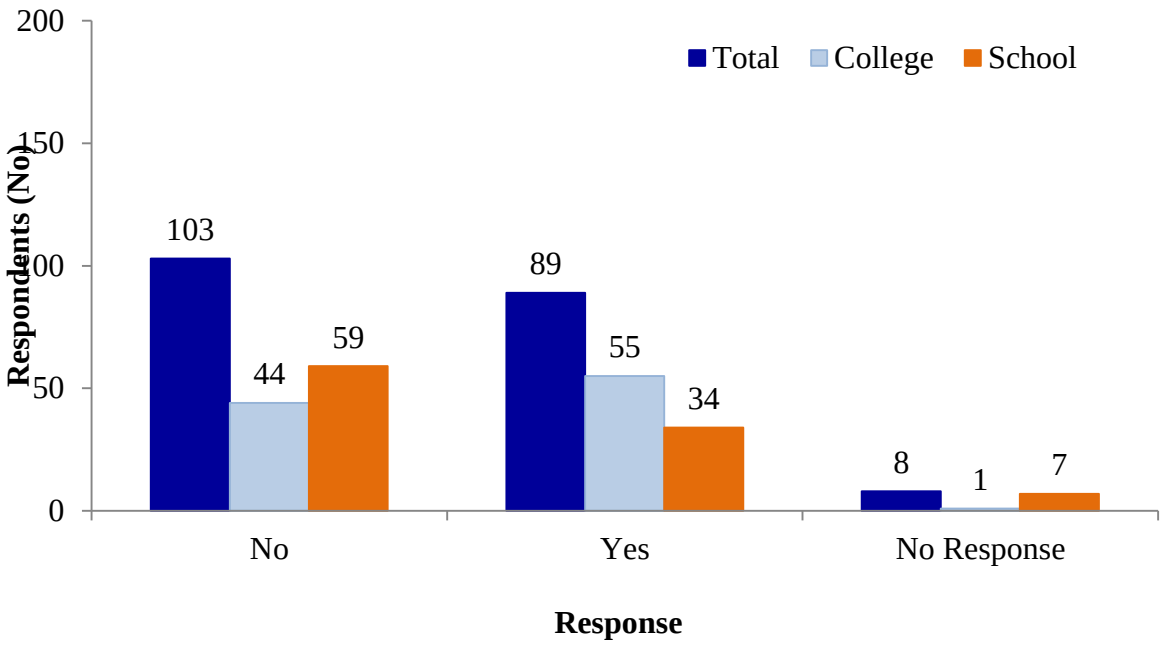

Fig.4.3. Histogram showing to know formal training to manage stress situation in school/ college

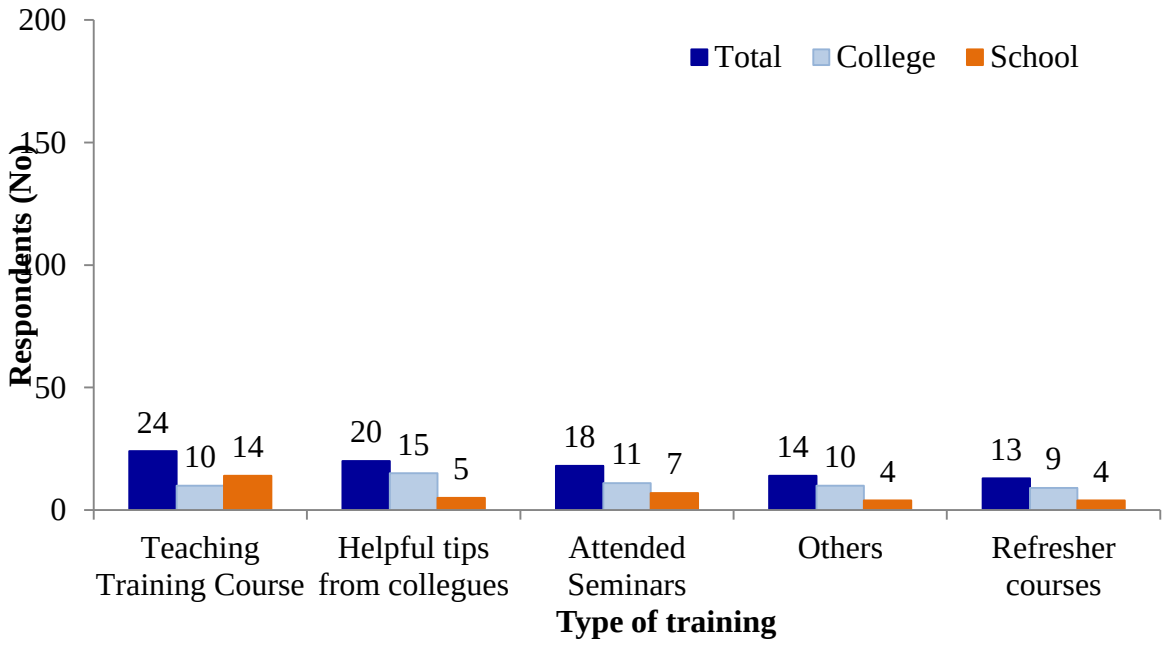

Fig.4.4. Histogram showing type of training taken by teachers.

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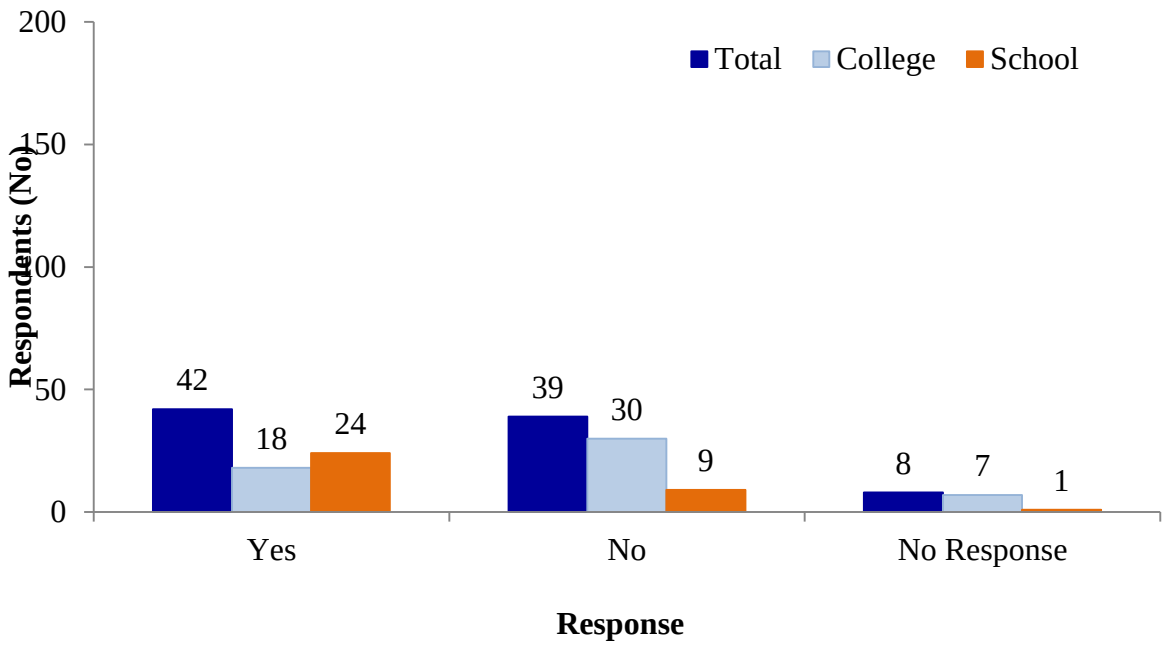

Fig.4.5. Histogram showing advantages of undergoing formal training in stress management.

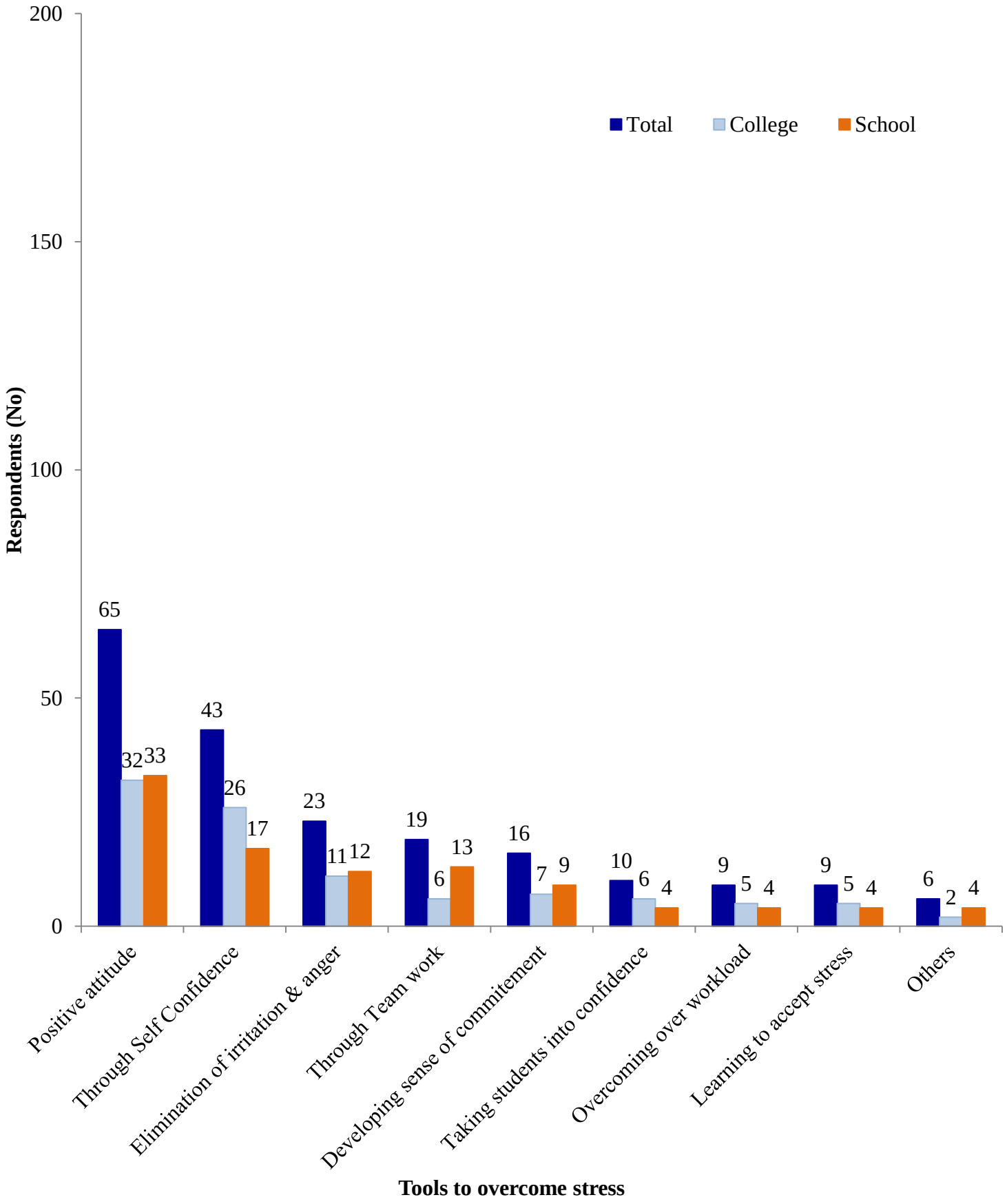

Fig.4.6. Histogram showing tool to overcome stress in job

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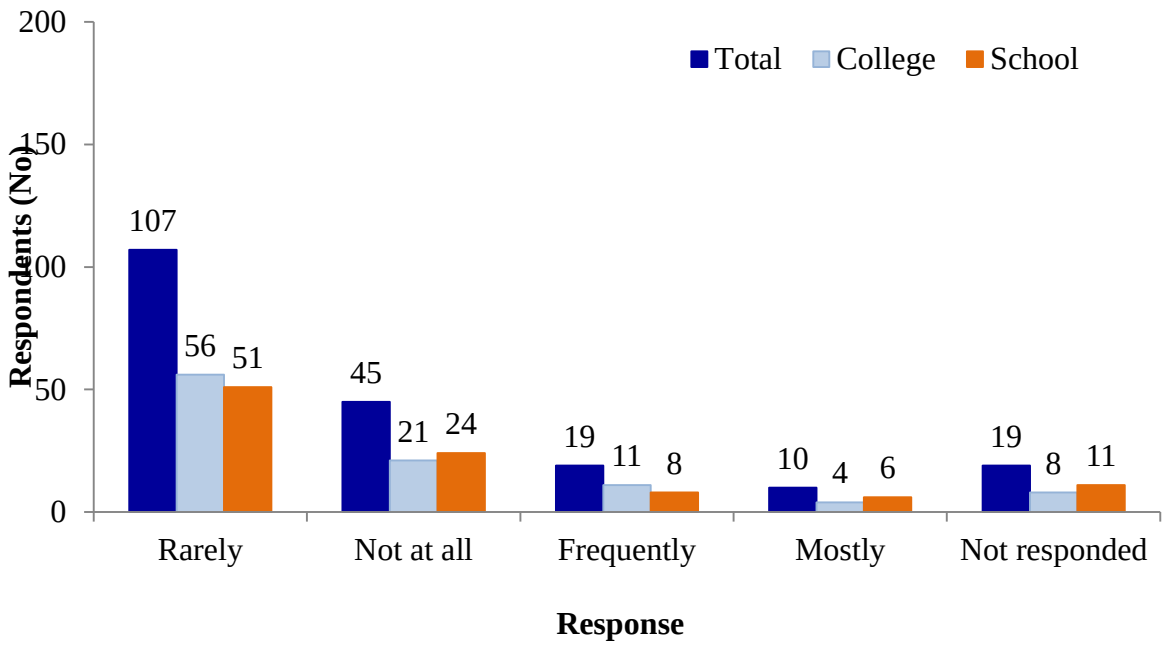

Fig.4.7. Histogram showing how often teachers take care of stress.

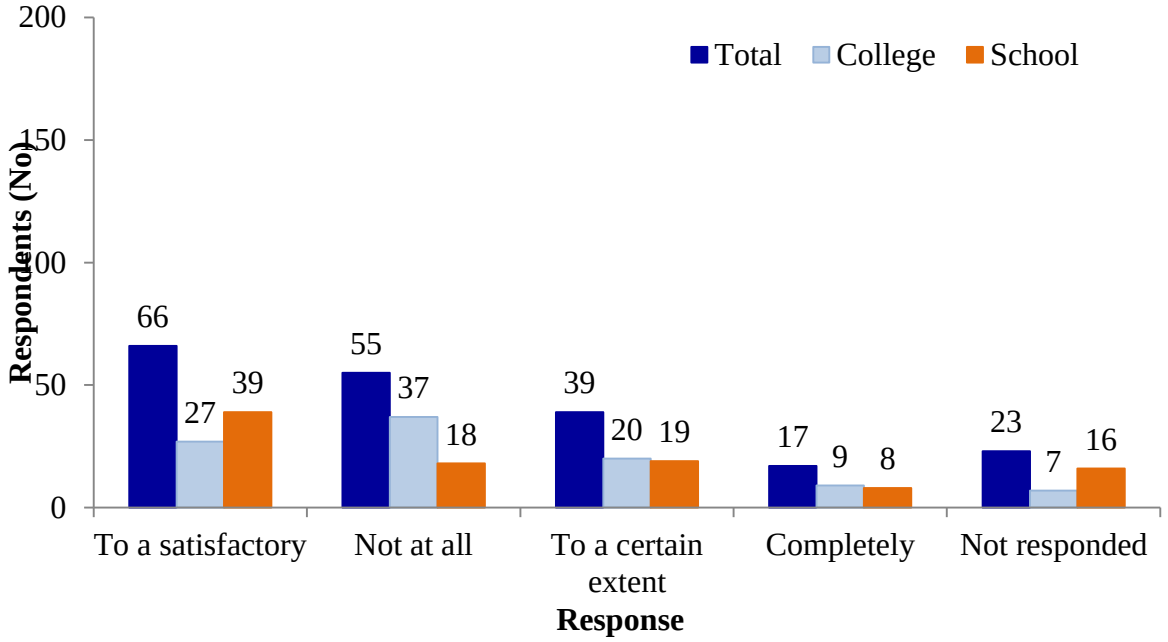

Fig.4.8. Histogram showing the colleagues/ management is effective in handling your stress situation.

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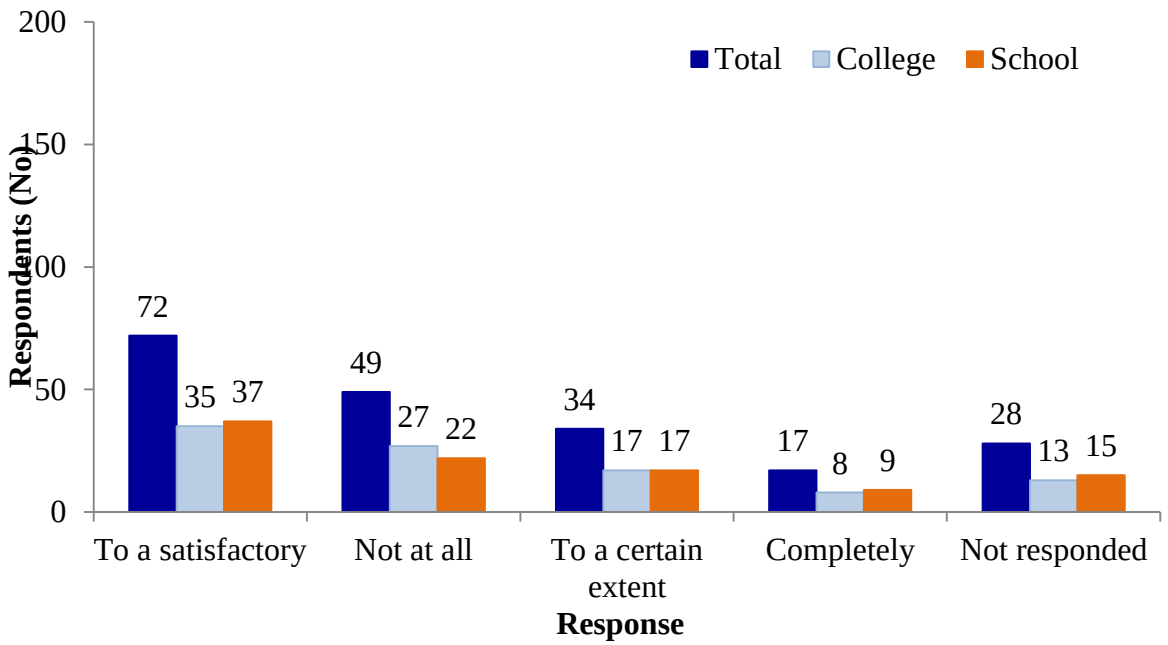

Fig.4.9. Histogram showing students cooperation in handling stress situation in schools/ colleges.

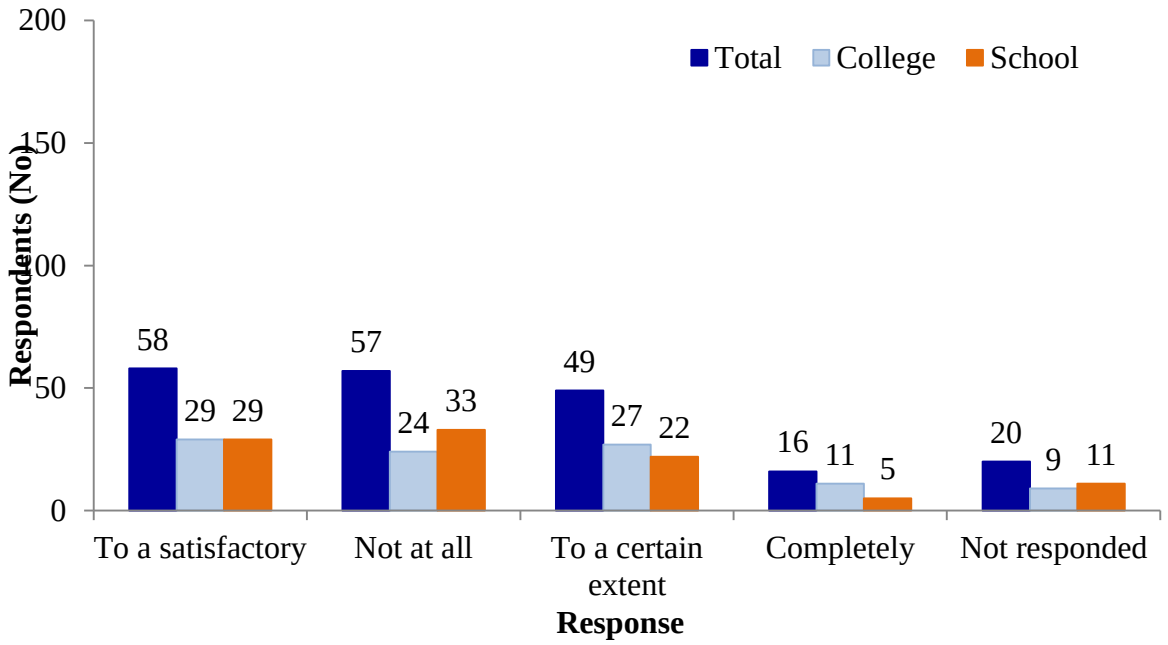

Fig.4.10. Histogram showing parents help in handling stress.

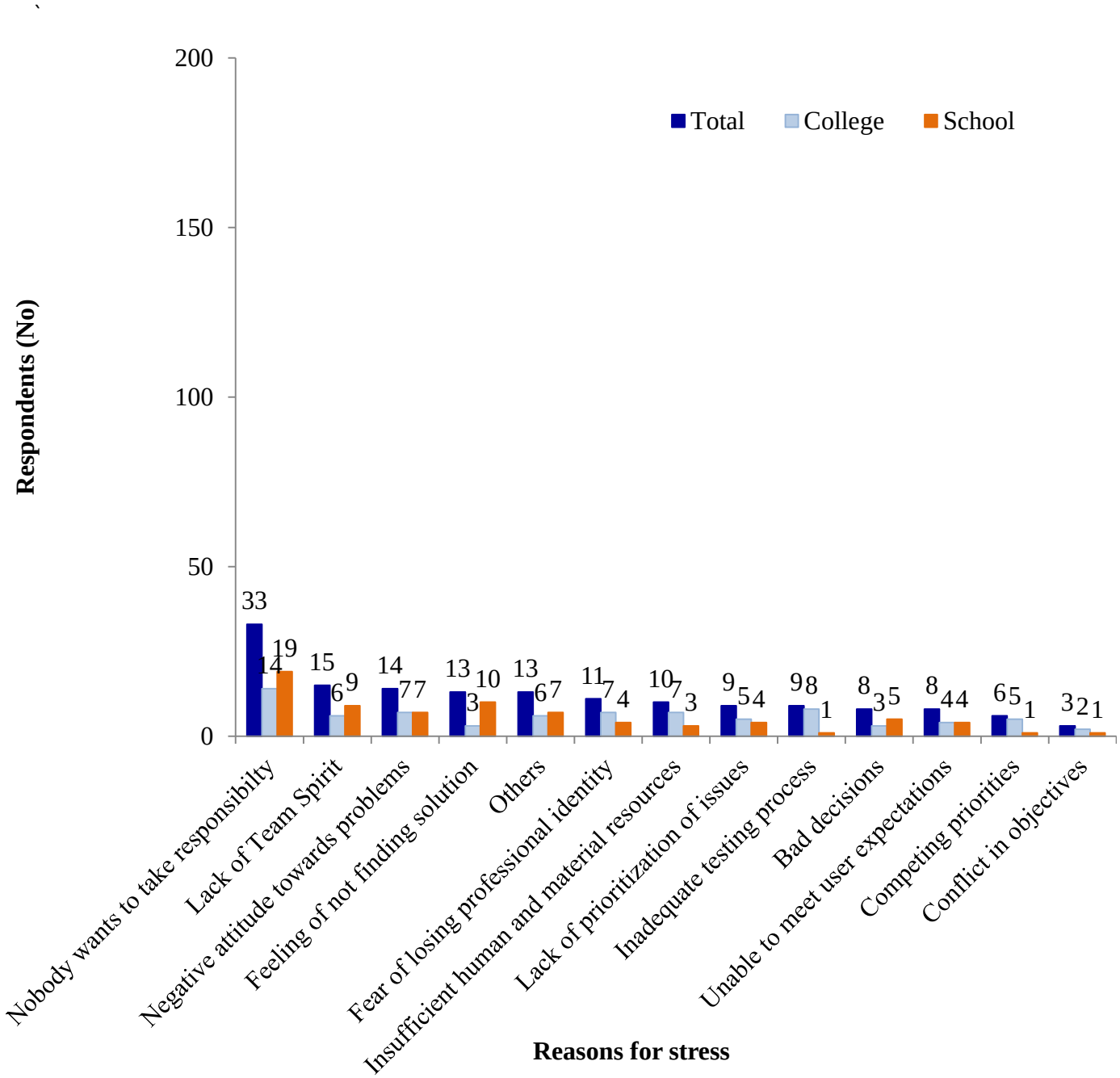

Fig.4.11. Histogram showing reasons for stress situations not being taken care off

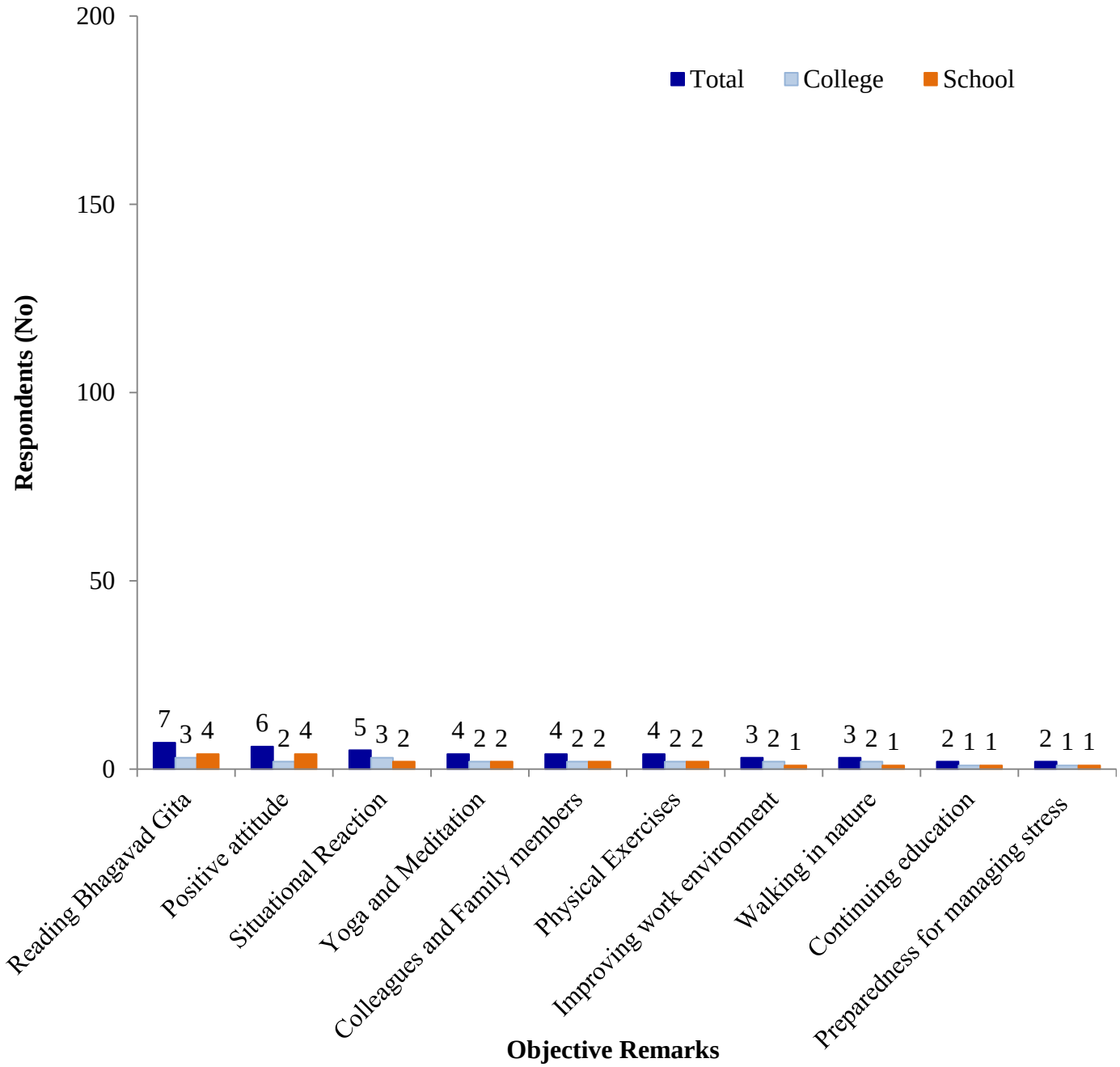

Fig.4.12. Histogram showing objective remarks by respondents.

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Conclusions:

The present study revealed that the following observations:

1. Highest number of Teachers (84/200) constituting to 42% in secondary schools as well as colleges have put up 5 years of service in place where they are working currently.
2. Science teachers (45.5%) actively participated in the survey when compare to other subjects. This indicates motivation of science teachers towards research.
3. Most of the teachers were engaging 5 hours a day cumulating to 30 teaching hours in a week. However it cannot be denied 1/5 of the teachers were over burdened with 6 to 7 teaching hours per day which may subject them to stress.
4. Nearly half of the teachers have expressed that work load has increased in the present years. In spite of heavy workload 83.5% of teachers were satisfied with the work and it is not forming source of stress in them.
5. Most of the teachers (74%) did not avail any leave due to stress in the preceding 12 months.
6. More than half of the respondents exerting stress in student centred issues such as achieving targets with regard to student performance (36%) and behavioural attitude and performance with students (17%).
7. Majority of the respondents (80%) of teachers have attributed one or other personal cause can impose stress in teachers out of which 21.5% of the sample were of opinion that economic problems leading to stressfulness and very less percentage of respondents i.e., 4.5% expressed that they faced stress due to lack of control on job in achieving professional excellence.
8. From the view point of students and parents around 70% of teachers expressed that irregular attendance (29%), Lack of interest for learning (25.5%) and indiscipline and misbehaviour are the major causes for stress among teachers of secondary and senior secondary schools. So teachers need to concentrate on these issues for reducing stress especially in High schools and Junior Colleges.
9. Nearly 40% of respondents expressed lack of cooperation among colleagues be the major cause of imposing stress. Few percentage of respondents (6.5%) expressed that frequent absence of teachers and take over classes is one of the reasons for stress.
10. Fixing academic targets and pressure by management and administration are the major factors causing stress in teachers of High Schools and Junior Colleges. Lack of leadership and indifferent management issues found to be the negligible reasons for stress.

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11. Frequent changes in curriculum and advanced technology are the major reason for mental stress among the teachers.
12. Most of the teachers (43%) have expressed that they were held responsible for no reason while assessing the failure of student causing more stress.
13. Thirty percent of teachers each has expressed that they discuss the issues relating to stress with their colleagues and family members. Least percentage of teachers share issues relating to stress with management (1%) and students (1%).
14. Half of the teachers of sample have expressed that stress rarely effect quality of teaching and job deliverables. 12.5% of respondents have agreed that stress in work will hamper the quality of teaching and other job deliverables due to loss of memory, helplessness and hopelessness and pressure.
15. More than half of the respondents representing 51.5% of the sample did not undergo training on stress management. Out of various types of training programmes 27% percent of teachers in Secondary and Senior Secondary schools found that teacher training course for found to be most helpful tool in achieving stress management.
16. Mixed response was obtained from the teachers about the advantages of undergoing formal training in stress management. Forty seven percent respondents reported that they obtain advantage from training programmes whereas 44% did not agree.
17. Majority of the respondents (32.5%) have said that positive attitude could be the best solution to overcome the stress. Learning to accept stressful environment (4.5%), overcoming over work load was adopting by few teachers to manage stress successfully.
18. Half of the respondents constituting to 53.5% have vouched that accepting the stress rather than managing was yielding solution over a period of time. Only few teachers (5%) were able to follow stress management successfully.
19. Thirty three percent respondents have agreed that colleagues help to satisfactory levels whenever they encounter stressful environment. Very few teachers who represented 8.5% of the sample survey have agreed that they received optimum help from colleagues during stress situation.
20. Satisfactory role of students in stress management was accepted by 37% respondents. Some teachers (8.5%) have felt that students can be taken into confidence in stress management programme.
21. More than 50% of respondents (53.5%) were satisfied with that their parents co-operation in handling stress situation.

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22. Thirty three out of 152 respondents (21.8%) expressed that others were not willing to support during difficult situations. A very few respondents totalling 6% have expressed that competing priorities (4%) and conflict in objectives (2%)are the reasons for not being taken care of others stress.
23. Reading Bhagavad Gita (17.5%), Positive attitude (15%), preparedness for managing stress (12.5%) and Yoga and meditation (10%) are the major objective remarks expressed by the respondents for managing professional stress.

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IMPACT OF STRESS ON JOB DELIVERABLES

1. PERSONNEL IDENTIFICATION

1.1.	Name of the Teacher (This will be kept confidential)				
1.2.	Age (Years)				
1.3.	Sex	Male		Female	
1.4.	Marital Status	Married		Unmarried	
1.5.	Name and Address of the School/College in which he/she is working				
1.6.	Designation and Department in which he/she is working				
1.7.	Teacher identification Number (Optional)				

2. GENERAL INFORMATION

2.1. How long are you working in this School/College
a. 0-5 years b. 5-10 Years c. 10-15 Years
d. 15-20 Years e. >25 Years ☐

2.2. What is your designation in this School/College
a. School Assistant b. TGT c. PGT
d. Junior Lecturer e. Lecturer f. Others ☐

2.3. What is your job status in this School/College ☐
a. Permanent b. Temporary c. Probationer
d. Adhoc Lecturer e. Others ☐

2.4. What subjects do you teach in this school/college
a. Languages b. Science c. Social Sciences d. Physical Education ☐

2.5. How many number of hours per week do you work (both on and off site)
a. 20-30 b. 30-40 c. 40-50 b. 50 – Above ☐

2.6. Whether your workload has changed during last three years? ☐
a. Workload has decreased b. Remained the Same c. Workload increased

3. STRESS FACTORS

3.1. Is work culture supportive in your School/College?

a. Great b. Satisfied c. Unable to concentrate
d. Frustrated e. Depressed f. Others (Specify)

3.2. If no, whether it forms the source of stress

a. Mostly b. Rarely c. Sometimes d. Not at all

3.3. How often you face stress Situation in your School/College?

a. Mostly b. Rarely c. Sometimes d. Not at all

3.4. Have you taken leave in the past 12 months due to work related stress? a. Yes b. No

3.5. If yes, how do you relate your stress in job

a. Work Environment b. Supervision c. Workgroup
d. Social Injustice e. ill-health f. Uncertainty in Job
g. Over work h. conflicts i. Others (Specify)

3.6. Whether stress is related to the following factors?

a. Dealing with Students b. Dealing with Colleagues
c. Dealing with Administration d. When need to reach targets
d. While dealing with long hours e. Others (Specify)

3.7. What personal factors cause stress in you

a. ill-health b. Family problems c. Economic problems
d. Job insecurity e. Personality problems f. Lack of control over job
g. Others (Specify)

3.8. What factors cause stress in view point of students and parents

a. students irregularity to the school b. Student indiscipline/misbehaviour
c. Lack of proper student-Teacher relation d. Addiction among students
e. Gender attraction among students f. Lack of interest on learning
g. High parent expectations h. Others (specify)

3.9. What factors cause stress in Teachers as regards colleagues

a. Lack of cooperation b. Interference in small matters
c. Frequently on leave d. Lack of initiative
e. Others (Specify)

3.10. What factors cause stress in Teachers with respect to management and administration

a. Targets fixing
b. Over work load
c. Inconvenient or extended working hours
d. Harsh supervision
e. Inconsistent/insufficient salaries
f. Frequent transfers
g. Poor promotion avenues
h. Lack of recognition for merit
i. indifferent management issues
j. Lack of proper leadership
k. Lack of support from management
l. High Task demand
m. Others (specify)

3.11. What factors cause stress in Teachers with respect to Technology and environment

a. Frequent change in syllabus/curriculum
b. Too many and frequent Exams
c. Technology interference is too much
d. Teachers lost public esteem
e. Over emphasis on feed back mechanism
f. Inadequate Classrooms
g. Others (specify)

3.12. What factors cause stress in Teachers with respect to policies and ethics

a. Deputing teachers to additional works
b. Making teacher responsible for students failure
c. Not involving teachers in decision making
d. Teachers lost public esteem
f. Others (specify)

4. JOB DELIVERABLES

4.1. Whom do you report/share when you face stress in work?

a. Students
b. Colleagues
c. Head of the Department
d. Headmaster/Principal
e. Management
f. Family members
g. Doctor
h. No, I don't discuss with any one

4.2. Does stress affect your Teaching (Job) quality and other job deliverables

a. Yes
b. No
c. Sometimes

If Yes, how it affect your job quality

a. Leads to poor time management
b. Decreased performance due to pressure
c. strained relations with colleagues
d. Feeling of helplessness and hopelessness
e. Develop jealousy
f. Loose self esteem in job
g. Loss of memory
h. Distraction from the academics
i. Commit mistakes in the job
j. Others (Specify)

4.3. Did you have any formal training to manage stress situation in the School/College
a. Yes b. No

4.4. If Yes, what type of training did you have
a. Teacher Training Course b. Refresher courses in stress management
c. Attended Seminars d. Helpful tips from colleagues
e. Others (Specify)

4.5. Do you find any advantage of undergoing formal training in stress management
a. Yes b. No

4.6. How do you overcome stress in your job
a. Through Self confidence b. Elimination of irritation and anger
c. Overcoming over work load d. Positive attitude
e. Developing sense of commitment f. Through Team work
g. Taking students into confidence h. Learning to accept stress
i. Others (Specify)

4.7. How often do you face stress situation being taken care off?
a. Mostly b. Rarely c. Frequently d. Not at all

4.8. To what level the Colleagues/Management is effective in handling your Stress situation?
a. Completely b. To a certain extent c. To a satisfactory d. Not at all

4.9. How do students cooperate in handling Stress situation in School/College ?
a. Completely b. To a certain extent c. To a satisfactory d. Not at all

4.10. How do Parents help in handling your Stress situation?
a. Completely b. To a certain extent c. To a satisfactory d. Not at all

4.11. If No, what are the reasons for stress situation not being taken care off
a. Nobody wants to take responsibility b. Feeling of not finding solution
c. Fear of losing professional identity d.Negative attitude towards problems
e. Insufficient human and material resources f. Bad decisions
g. Lack of prioritization of issues h. Competing priorities
i. Unable to meet user expectations j. Conflict in objectives
k. Inadequate testing process l. Lack of Team Spirit
m. Others (Specify)

4.12. Objective Remarks of the Teacher in handling stress situation